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The major portion of this yearbook is devoted to proceedings of the 1968 annual meeting. There are panel presentations with discussion on five topics: the preparation and development of teacher educators, staff differentiation and the preparation of educational personnel, education professions development for urban and depressed areas, development and dissemination of model programs as a strategy for change, and statewide efforts to coordinate programs affecting teacher education. Addresses presented include the ninth Charles W. Hunt Lecture on "Teachers: The Need and the Task"; the President's address by John R. Emens; "A View from Washington" by Harold Howe II; and others on "the Education Professions Development Act", "Preparation of Teachers for the Central City," "Student Activists and Faculty Irrelevance," "Some Thoughts on International Education," and "Africa: A Continent Seeking Identity." The proceedings of the annual business meeting contain reports of the Executive Secretary, of conference and standing comittees, and of the NDEA National Institute for Advanced Studies in Teaching Disadvantaged Youth. Other contents include the Distinguished Achievement Awards; the proposed new standards and evaluative criteria for the accreditation of teacher education; the constitution and bylaws; and a directory of officers, committees, and member institutions. (JS)

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Twenty-First Yearbook—1968 Annual Meeting

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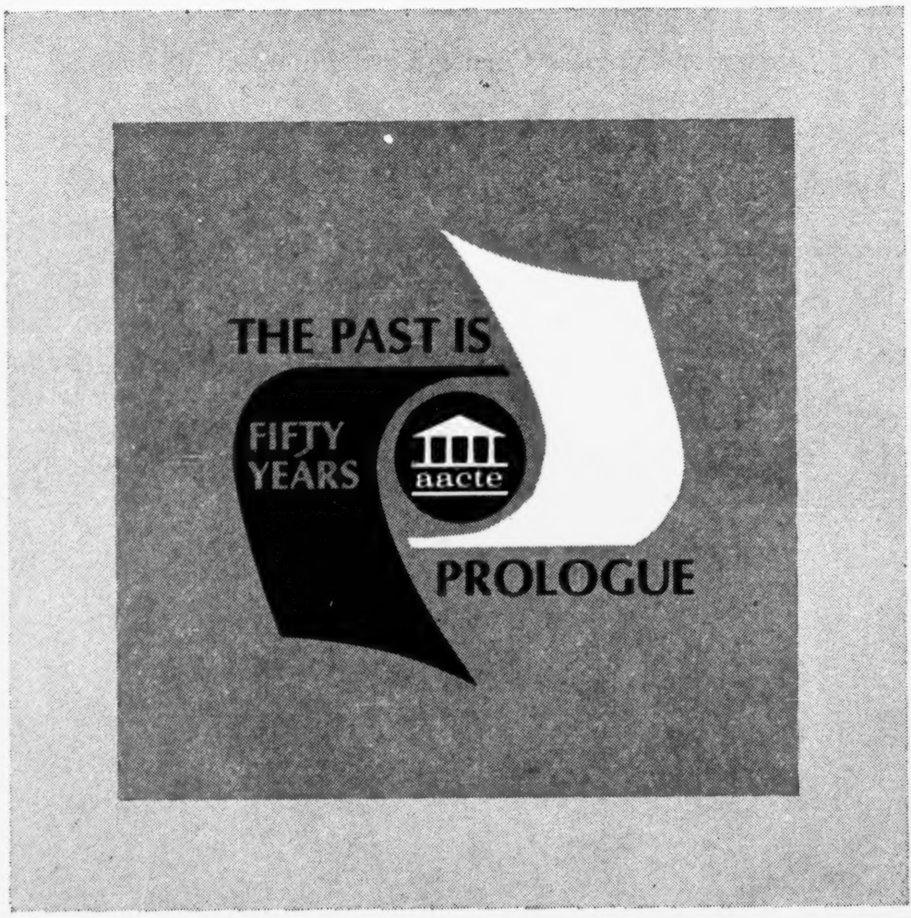
TEACHER EDUCATION
ISSUES & INNOVATIONS



THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

SP002231

The American Association of Colleges for Teacher Education

The AACTE is a national voluntary association of collegiate institutions organized to improve the quality of institutional programs of teacher education. Its present membership includes all types of four-year institutions for higher education: private and church-related liberal arts colleges, state colleges and universities, private and church-related universities, and municipal colleges and universities. Within the varied teacher education programs offered, only one uniform theme dominates the AACTE: *the dedication to constantly improving quality in the education of teachers.*

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Foreword

"The Past Is Prologue." While observing its fiftieth anniversary at the 1968 annual meeting, The American Association of Colleges for Teacher Education emphasized its primary interest in the future rather than the past. Although the Association is proud of the firm foundation provided by its past, the primary concern must be for the present and future. Program planning focused upon actions and ideas needed to build effective teacher preparation programs relevant to the times.

With a maturity and security evolved from 50 years of service, AACTE evidenced concern that it—along with its individual member institutions—initiate and stimulate efforts to develop those conditions and actions necessary to provide the nation with teachers who can meet the educational needs of individuals in a changing and complex society and world. The teacher was recognized as the keystone to societal efforts to build a better future through meaningful education for all, regardless of origin or other limitations. Teacher preparation programs continued to be recognized as crucial in the context of societal efforts to improve education on all levels.

That the federal government is a major force in efforts to change education was recognized in the program, which provided participants with information and ideas concerning federal programs. Both applications and implications were discussed. The Association provided those at the annual meeting with copies of proposed guidelines for the Education Professions Development Act in order to enable individuals to make suggestions to the U.S. Office of Education—either directly or through the AACTE Headquarters Office. These materials, the sections of the program devoted to federal policy and programs, and the approval given to the proposal to submit a referendum to the membership on the establishment of a standing Committee on Government Relations all emphasized the enlarged concern that AACTE provide the means through which member institutions can influence the shape and scope of federal programs.

The program continued a long-standing emphasis on what institutions and voluntary organizations can do to improve teacher education. For example, there was a panel report on an institution-initiated action program, which is being carried out without federal funds. Another example reported in detail was the long-range AACTE study of evaluative criteria which can be used by the National Council for the Accreditation of Teacher Education—standards which hopefully are flexible enough to encourage institutions to adapt the best thinking of the teacher education community to unique institutional objectives and resources. The AACTE Evaluative Criteria Study Committee reported on its efforts to involve not only collegiate teacher educators, but also those in learned societies, state departments of education, and elementary and secondary schools. A major cooperative effort of varied organizations is the Associated Organizations for Teacher Education, and this cooperation manifested itself in the joint AACTE-AOTE session held on the last day of the meeting. The Friday evening general session was jointly sponsored by AACTE and several organizations which met concurrently with the Association.

The annual meeting included some "quiet" activities—quiet in comparison to general sessions or reports of major committees. The AACTE Consultative Service for Teacher Education held a premeeting seminar on consultation, which was an indication of a continuing effort to provide effective consultative services, and a standing advisory committee was appointed. The Executive Committee also approved a special committee to study AACTE relationships with junior and community colleges, which now have an enlarged teacher education role—helping to train paraprofessional personnel—in addition to their traditional role in offering courses which become part of a four-year program for prospective teachers. The first group of associate members was accepted during the Annual Business Meeting. These members have five years in which to become eligible for full membership; during this time the full range of AACTE services and activities are open to them, and relatively few restrictions are placed on their membership. The "quiet" actions are reflected in this *Yearbook*, but they tend to be overlooked unless attention is directed to them.

Also worthy of attention are the committee reports, which are placed in a special section of this *Yearbook*. Reports were given at the Annual Business Meeting and at open meetings of committees. Association committee actions during the year provide an ongoing voluntary effort of dedicated teacher educators to establish the best possible programs. While noting the changing nature of the teacher education partnership—including the federal government, the foundations, the "learning corporations"—it would be possible to overlook the sustained efforts of teacher educators at work in AACTE, in other voluntary organizations, and in institutions themselves. Those who have spent their professional lifetimes working to improve teacher education welcome the added resources of the new partners. The breadth and depth of that new partnership was evident at the meeting.

These proceedings reflect personal and committee reactions to what happened during the preceding years, the events which today are making history, and the ideas and actions which need to be implemented in the forthcoming year. A sampling of emerging Association programs and activities suggests that teacher educators are in the forefront of American education. The Committee on Studies reported on its continuing efforts to develop a National Center for Teacher Education. Joint meetings were held to develop operating procedures for a proposed ERIC Clearinghouse on Teacher Education, to be operated in Washington by AACTE in close collaboration with the National Commission on Teacher Education and Professional Standards and the Association for Student Teaching. (The U.S. Office of Education-funded Education Resources Information Center has now gone into operation.) There were many other formal and informal meetings which laid the foundation for actions to be carried out during the year. This *Yearbook* can provide only a sampling of the kind of work that goes on at and subsequent to the annual meeting. The fiscal worth of the voluntary efforts reflected at the annual meeting and between annual meetings cannot be calculated. These efforts are among the most significant in maintaining a dynamic organization and field of teacher education.

Traditional areas of the program reported in this *Yearbook* include the report of the AACTE president, the report of the AACTE executive secretary, the Ninth Charles W. Hunt Lecture, and the Distinguished Achievement Awards. John R. Emens, completing his year as AACTE president and concurrently 23 years as president of Ball State University, reflected on his nearly 50 years of service to education with a forward look for a fifty-year-old Association. Edward C. Pomeroy, reporting from the perspectives of the office of executive secretary, reviewed with pride last year's achievements and looked forward to continued AACTE progress. Felix Robb, director of the Southern Association of Colleges and Schools, called for relevance and quality in his Hunt Lecture. The Distinguished Achievement Award programs selected for recognition by a panel of judges were reflective of efforts of institutions to be forward-looking and effective. Even in these traditional parts of the program, there was little evidence of nostalgia for the good old days. Rather, there seemed to be a confident expectation of the days to come.

A reading of this *Yearbook* provides a balanced review of developments within AACTE, the teacher education community, and society at large, as well as a preview of short- and long-range developments. It is an *epilogue*—the tying together of the varied stories of what has happened in teacher education—and a *prologue* to the exciting—to some, disquieting—years ahead. The annual meeting theme, "Teacher Education: Issues and Innovations," is perpetuated in this *Yearbook*.

A special word of gratitude is due AACTE President John R. Emens. The Association over the years has been blessed with outstanding leadership. In his own way each president has left a special imprint.

It is appropriate also to express appreciation to Kirsten Carter, who took the raw materials for this *Yearbook* and converted them into the finished product.

The work of all who planned the annual meeting, prepared for it, and carried out plans has left its impression on this *Yearbook*. Particular appreciation is due the members of the AACTE staff who worked at the annual meeting: Edward C. Pomeroy, Richard E. Lawrence, Joel L. Burdin, Richard Cornell, James Kelly, Jr., Frank H. Klassen, Walter J. Mars, Karl Massanari, Mark Smith, Florence Jones, Polly Bartholomew, Gladys Bostick, Freda Douglas, Rebecca Fiske, Gail Galanis, Joan Kacelowicz, Judith Morris, Nickie Robischon, Kay Shoemaker, Judy Sparks, and Julie Thomas. They illustrate the teamwork which provides the basis for optimism about the second 50 years of AACTE and teacher education.

EDWARD C. POMEROY
Executive Secretary

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The Distinguished Achievement Awards

Encouragement of Excellence

The encouragement of excellence in collegiate programs of teacher education has always been viewed as the central purpose of The American Association of Colleges for Teacher Education. Much of the AACTE program has been devoted to encouraging improvements in teacher education programs to the benefit of member colleges and universities and their students. However, experience has clearly shown that the progress which has marked a significant segment of American teacher education has not been widely shared either within the profession itself or with the public at large.

The Distinguished Achievement Awards for Excellence in Teacher Education were established as an annual event in 1965. The program was conceived as an encouragement for member colleges and universities to describe their successful programs and in turn to stimulate other institutions to greater action. This booklet describes the 1968 Distinguished Achievement Award recipients as well as those programs deemed by the judges to be worthy of Special Recognition. Under the section of the brochure entitled Participating Institutional Programs are brief descriptions of each entry in the 1968 Awards program, listed in alphabetical order. The administrators listed in the brochure are those who signed their institution's entry.

The American Association of Colleges for Teacher Education is proud of the quality and variety of programs of teacher education identified in this publication. It is hoped that the colleges and universities receiving the Distinguished Achievement Awards, as well as others who participated in this national effort, will encourage further improvements in colleges and universities and that this program will serve to reassure the American people regarding the quality of preparation being provided prospective teachers.

The reports of the Award recipients and the 92 other entries provide concrete evidence of the vigor and vitality of the large segment of American higher education comprising the membership of this Association. The variety of teacher education programs represented is consistent with the AACTE'S long-standing conviction that the strength of American teacher education is reinforced by its diversity of offerings.

The American Association of Colleges for Teacher Education is deeply indebted to each participating college and university and its faculty, staff, and students for making this annual Distinguished Achievement Awards program possible.

The University of Maryland

College Park, Maryland
Wilson H. Elkins, *President*
Vernon E. Anderson, *Dean, College of Education*
The Teacher Education Center:
A Unified Approach to Teacher Education
L. Morris McClure, *Associate Dean,*
Undergraduate Teacher Education
James F. Collins, *Director*

The Distinguished Achievement Award for Excellence in Teacher Education of The American Association of Colleges for Teacher Education for 1968 is presented to the University of Maryland for its development and implementation of the Teacher Education Center concept as a unified approach to the study of teaching and supervision.

Gaining its impetus from a mutual desire on the part of the university and the public schools to develop a more effective program of teacher preparation, this program articulates and integrates theory and practice and brings together the preservice and in-service components in a manner that makes for a unified and continuous teacher education program.

Coordinating this program at each of 14 Teacher Education Centers is a full-time *Coordinator,* who is jointly selected and employed by a public school system and the University of Maryland. His role generally is to plan an effective laboratory experiences program for the university students assigned to the center and to coordinate an in-service program for supervising teachers who work with these students.

The university students are assigned to the center staff for purposes of supervision. This places the responsibility for planning, directing, and assessing the development of an undergraduate student teacher on a number and variety of people and ultimately on the whole center staff.

Teacher Education Centers have been established without additional funding. The customary honorarium paid to cooperating teachers has been diverted to staff development. The evaluation data support the effectiveness of the program. Additional Teacher Education Centers are being planned. It is anticipated that this program will ultimately establish a new kind of joint sovereignty for teacher education.

For Distinguished Achievement

THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO
CHESTER C. TRAVELSTEAD, *Dean of the College of Education*

in concurrence with KEITH AUGER,
Program Director

Recognition is given to the University of New Mexico for its New Elementary Teacher Education Program. This program combines the teaching of methods courses and actual laboratory experiences into a modular approach which features the intensive study of the content and methodology of a single subject in the university followed by an intensive laboratory experience in that subject in an elementary classroom. In this modular approach the typical one-semester course is compressed into two or three weeks of full morning instruction followed by an immediate two- or three-week full morning laboratory experience. Thus, by scheduling courses consecutively rather than concurrently, time is available for the immediate follow-up laboratory experience. This program has three major characteristics: (a) an approach to instructional theory and classroom practice which combines both in a single module of time; (b) the utilization of satellite public schools for laboratory experiences and the staffing of these schools by resident clinical supervisors who coordinate the university program and teach in-school, in-service seminars; and (c) the utilization of teaching-supervising teams consisting of university faculty, graduate students in education, and public school educators who are participants in a teacher exchange program between the university and the cooperating public school system. The program has an honors aspect to it and is jointly financed by the public schools and the university.

WESTERN MICHIGAN UNIVERSITY

Kalamazoo, Michigan
James W. Miller, *President*

in concurrence with Jess Walker,
Program Director

Recognition is given to Western Michigan University for its Master's Degree Program for the Teaching of Culturally and Educationally Deprived Children and Youth. Achieved through direct involvement, the basic purposes of this program are to develop teachers' empathy with the lives, the values, the customs, and the difficulties of the disadvantaged children they intend to teach; and to improve college professors' qualifications for preparing teachers of the disadvantaged. Features of the program include (a) preservice teachers' direct involvement with the disadvantaged, (b) informal seminars with consultant specialists, (c) eight weeks of supervised teaching and camp counseling experience with migrant or inner-city children, (d) faculty fellowships to acquaint them with and prepare them to deal with the problems of the poor, (e) sensitivity training to help both teachers and students accept and deal with the new educational challenges, and (f) evaluation which indicates encouraging changes in attitudes and in preparedness for working with deprived children. The program results appear to be rewardingly close to its goals: a strong emotional commitment to the education of the disadvantaged on the part of students and faculty; and a greater understanding of the social forces which create poverty, of the psychological problems of the poor, and of the role the schools can play in helping the poor to a better place in society. Funds from the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, a project administered by the AACTE, have provided partial support for this program.

SAN FRANCISCO STATE COLLEGE

SAN FRANCISCO, CALIFORNIA
AUBREY HAAN, *Dean of the School of Education*
in concurrence with JAMES E. BIXLER,
Program Director

Recognition is given to San Francisco State College for its Sausalito Teacher Education Project (STEP). This three-year-old program was designed to prepare teachers to be more effective in our dynamic and ever-changing society. It encompasses grades kindergarten through eight and an articulation program with the secondary grades. STEP teacher candidates and STEP faculty (from San Francisco State College) plan, study, and teach in a STEP Education Center. Included in the program are (a) direct experience in the classroom from September through summer school as teacher assistants, student teachers, and teacher interns; (b) instruction and curriculum concurrent with and related to direct experience in the classroom through seminars, small group conferences, and individualized attention; (c) weekly counseling sessions of six to eight students to explore and develop the self-image along with the professional image; (d) in-service education activities to parallel and/or complement the preservice program; and (e) an evaluation and research program to assess the progress of STEP. Also included in STEP and of major importance are a program of communications and community relations, a "New Careers" program designed to seek out "deprived" students who could be potential teachers, the innovative use of technology in teacher preparation, and a unique professional and curriculum materials center used by both students and teachers. Funds from the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, a project administered by the AACTE, have provided partial support for this program.

SAINT OLAF COLLEGE

Northfield, Minnesota
Sidney A. Rand, *President*

in concurrence with Joseph G. Iverson,
Project Director

Recognition is given to Saint Olaf College for its Perspectives on Teaching program. This program takes the form of a credit course offered during the month of January. Perspectives on Teaching was designed to meet two specific student needs: (a) to provide extensive experience in teaching activities for sophomore students seeking career orientation, and (b) to provide a background of variant teaching experiences pertinent to required course work in professional education. Following a three-day seminar on secondary education, each student is assigned to cooperating teachers in three distinctly different live-in teaching experiences. The first week is in rural community schools; the second week, in suburban junior high schools; and the third week, students have a choice of assignments with some phase of special education. The third week assignments have included work with delinquent, physically handicapped, mentally retarded, deaf, blind, emotionally disturbed, and culturally disadvantaged and deprived youth. In each of the three assignments, cooperating teachers are encouraged to build a program around the proposition: "If I had one week to show college sophomores what teaching is about, I would . . . ." The final two days of Perspectives on Teaching are spent in seminars where ideas and experiences can be shared while students seek to formulate their personal evaluations and decisions. The program has been instituted at no cost, and evaluation has been extremely positive.

Special Recognition

Ohio University
Athens, Ohio
Vernon R. Alden, *President*

Towson State College
Baltimore, Maryland
Earle T. Hawkins, *President*
in concert with
Coppin State College
Parlett L. Moore, *President*
and
Morgan State College
Martin Jenkins, *President*

Knox College
Galesburg, Illinois
Sharvey G. Umbeck, *President*

Chadron State College
Chadron, Nebraska
Edwin C. Nelson, *President*

Stout State University
Menomonie, Wisconsin
William J. Micheels, *President*

Participating Institutional Programs

Adams State College of Colorado, *Alamosa, Colorado*
Adrian College, *Adrian, Michigan*, in cooperation with
  Siena Heights College, *Adrian, Michigan*
Alabama Agricultural and Mechanical College, *Normal, Alabama*
Alma College, *Alma, Michigan*
American International College, *Springfield, Massachusetts*
Anderson College, *Anderson, Indiana*
Appalachian State University, *Boone, North Carolina*
Ashland College, *Ashland, Ohio*
Bethune-Cookman College, *Daytona Beach, Florida*
California State College at Los Angeles, *Los Angeles, California*
Cascade College, *Portland, Oregon*
Central Connecticut State College, *New Britain, Connecticut*
Central State College, *Edmond, Oklahoma*
Central Washington State College, *Ellensburg, Washington*
The Church College of Hawaii, *Laie, Hawaii*
College of Mount St. Joseph on the Ohio, *Mount St. Joseph, Ohio*
The College of Saint Rose, *Albany, New York*
College of Southern Utah, *Cedar City, Utah*
District of Columbia Teachers College, *Washington, D.C.*
Drake University, *Des Moines, Iowa*
East Carolina University, *Greenville, North Carolina*
Eastern Kentucky University, *Richmond, Kentucky*

Eastern Michigan University, *Ypsilanti, Michigan*
Emmanuel College, *Boston, Massachusetts*
Francis T. Nicholls State College, *Thibodaux, Louisiana*
Fresno State College, *Fresno, California*
The George Washington University, *Washington, D.C.*
Glassboro State College, *Glassboro, New Jersey*
Hofstra University, *Hempstead, Long Island, New York*
Hope College, *Holland, Michigan*
Immaculate Heart College, *Los Angeles, California*
Indiana University, *Bloomington, Indiana*
Knoxville College, *Knoxville, Tennessee*
Lesley College, *Cambridge, Massachusetts*
Lindenwood College, *St. Charles, Missouri*
Lock Haven State College, *Lock Haven, Pennsylvania*
Madonna College, *Livonia, Michigan*
Manhattan College, *Bronx, New York*
Michigan State University, *East Lansing, Michigan*
Montclair State College, *Upper Montclair, New Jersey*
Nebraska Wesleyan University, *Lincoln, Nebraska*
Newark State College, *Union, New Jersey*
North Carolina College at Durham, *Durham, North Carolina*
Northeastern Illinois State College, *Chicago, Illinois*
Northeastern State College, *Tahlequah, Oklahoma*
Northwestern State College of Louisiana, *Natchitoches, Louisiana*
Oklahoma State University, *Stillwater, Oklahoma*
The Pennsylvania State University—The Capitol Campus, *Middletown, Pennsylvania*
Plymouth State College of the University of New Hampshire, *Plymouth, New Hampshire*
Radford College, *Radford, Virginia*
Rhode Island College, *Providence, Rhode Island*
Saint Augustine's College, *Raleigh, North Carolina*
San Diego State College, *San Diego, California*
San Fernando Valley State College, *Northridge, California*
San Jose State College, *San Jose, California*
Siena Heights College, *Adrian, Michigan*, in cooperation with Adrian College, *Adrian, Michigan*
South Carolina State College, *Orangeburg, South Carolina*
Southeastern Louisiana College, *Hammond, Louisiana*
Southern Connecticut State College, *New Haven, Connecticut*
Southern Illinois University—The Edwardsville Campus, *Edwardsville, Illinois*
Southern Oregon College, *Ashland, Oregon*
Southern University, *Baton Rouge, Louisiana*
State College at Fitchburg, *Fitchburg, Massachusetts*
State University College at Brockport, *Brockport, New York*

State University College at Buffalo, *Buffalo, New York*
State University College at Fredonia, *Fredonia, New York*
State University of New York at Albany, *Albany, New York*
State University of New York at Buffalo, *Buffalo, New York*
Taylor University, *Upland, Indiana*
Texas A&M University, *College Station, Texas*
Trenton State College, *Trenton, New Jersey*
University of Dayton, *Dayton, Ohio*
University of Delaware, *Newark, Delaware*
University of Hartford, *West Hartford, Connecticut*
University of Hawaii, *Honolulu, Hawaii*
The University of Kansas, *Lawrence, Kansas*
University of Louisville, *Louisville, Kentucky*
University of New Hampshire, *Durham, New Hampshire*
University of Northern Iowa, *Cedar Falls, Iowa*
University of Rhode Island, *Kingston, Rhode Island*
The University of Rochester, *Rochester, New York*
University of South Carolina, *Columbia, South Carolina*
The University of Utah, *Salt Lake City, Utah*
Washington State University, *Pullman, Washington*
Webster College, *St. Louis, Missouri*
West Chester State College, *West Chester, Pennsylvania*
Wheelock College, *Boston, Massachusetts*
William Penn College, *Oskaloosa, Iowa*
Wilmington College, *Wilmington, Ohio*
Wisconsin State University, *La Crosse, Wisconsin*
Wisconsin State University, *Whitewater, Wisconsin*
Yeshiva University, *New York, New York*

Panel of Judges

The 1968 Distinguished Achievement Awards Panel of Judges was comprised of Robert B. Howsam, AACTE institutional representative, and dean, College of Education, University of Houston; R. Stewart Jones, professor of education, University of Illinois; Paul H. Masoner, member, AACTE Executive Committee, and dean of education, University of Pittsburgh; Charles F. Kettering, Jr., president, CFK, Ltd., Denver, Colorado; and Russell A. Strong, chairman, AACTE Committee on Public Relations, chairman of the Panel of Judges, and director of public information, Davidson College.

The Ninth Charles W. Hunt Lecture:

Teachers: The Need and the Task

Felix C. Robb
Director[*]
Southern Association of Colleges and Schools
Atlanta, Georgia

The Charles W. Hunt Lecture, *to be given for a period of 10 years at the Annual Meeting of The American Association of Colleges for Teacher Education, commencing in 1960, was established by action of the Executive Committee of the Association. The Lecture Series is conceived as a professional tribute to the long years of leadership and service which Dr. Charles W. Hunt has given to teacher education as a teacher, a university dean, a college president, secretary-treasurer of The American Association of Teachers Colleges, secretary-treasurer of The American Association of Colleges for Teacher Education, and consultant to the Executive Committee of AACTE.*

Charles W. Hunt has combined vision with practicality in encouraging voluntary cooperation among higher education institutions for the improvement of teacher education. The AACTE is proud to acknowledge its great respect and appreciation for Dr. Hunt's educational statesmanship, his devotion to teacher education, his insights into human behavior, and his personal friendship.

I am honored to present the ninth Charles W. Hunt Lecture to this distinguished gathering of national leaders in the education of teachers. This lecture annually recognizes the work and worth of thousands of teachers of teachers and most especially honors a great man, a pioneer and leader-ahead-of-his-time in teacher education, our own beloved Charlie

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[*] This title and those that appear on subsequent pages are those that were current at the time of the annual meeting, February 14-17, 1968.

Hunt. This occasion also affords us opportunity to look at ourselves, our institutions, and our profession.

If you detect in the abbreviation of my title (TNT) the possibility of a sudden released strong force, do not expect an explosion tonight. I only intend to light a few fuses that have been lighted before. Whether they fizzle out again or detonate on campuses with sufficient force to shake up faculties, administrations, and curriculums remains to be seen. The matter is largely in your hands.

Ever since the establishment of the first schools in this country, we who teach have occupied a pivotal position in the society. Heirs to a tradition of expanding and improving education, we and our forebears have compiled a record of substantial achievement. Let us recognize with modesty what has been wrought: not a perfect, or adequate, system of education —just the world's best for the largest number of people. For this I wish to pay tribute to the teachers and administrators of our schools, to the institutions and individuals preparing these teachers, and to the millions of American citizens who support schools with their money and challenge us with ever rising expectations. In the light of the critique that shall follow, it is important to recognize the enormous value and contribution of our schools and the quintessential role of teacher education in their development.

Education in America is highly pluralistic. To keep it democratic, close to the people, we have evolved through delegation of authority and other means such a dispersion of controls and influence and such variation in levels of financial support that wide and intolerable differences exist in quality ranging from the worst to the best schools in the land. This situation, which links degree of educational opportunity to geographic location, constitutes our most vicious and self-perpetuating form of public discrimination and national stupidity. It is an incongruous and indefensible circumstance in a country which espouses equality of opportunity for all and which has the resources to make good its promise. This is our Number One Educational Problem. With respect to this and other issues I will raise, I ask: What is teacher education's response?

Inherent in the huge educational enterprise required to serve our population of 200 million are many remarkable achievements, but many problems and deficiencies. The larger and more diverse the total system becomes, the more difficult it is to modify it to fit new conditions, to manage it effectively and efficiently, and to make it function well in the service of individual learners and in the national interest.

Education in this country engages more than 60 million people as students, teachers, specialists, or administrators. Twelve hundred colleges and universities have educated the two million teachers and administrators who staff our elementary and secondary schools. Of these institutions, the 774 AACTE members bear most of the responsibility and provide most of the leadership in teacher education. Currently, the preparation of new teachers is divided almost equally in numbers among three types of institutions: the large universities, the colleges whose historic and major purpose is to educate teachers, and the liberal arts colleges interested in teacher preparation. The member institutions of AACTE are the chief recruiters and molders of America's teaching force for its nonprofit public and private schools. These colleges and universities are the principal centers for research and study about learning and teaching. They have the brainpower to create innovations and models for use in the schools. They carry out an important function in the continuing education of teachers in service. They analyze and advise school systems. They influence governmental programs in education at all levels. They have leverage.

But I fear that many teacher education institutions are not employing this leverage in a sustained attack upon the deepest problems that confront our troubled society. Not enough have we prepared our graduates mentally, emotionally, or professionally to grapple with the societal ills which we ourselves often lament but leave to other agencies. Young people have the energy, the ability, the idealism, the courage, and the inner drive required to be successful where we have failed. If we will identify what it is urgent to do, they will find a way to do it, and in the doing discover new value and new relevance in their academic and professional studies. Is teacher education responding with appropriate speed, vision, and vigor to this challenge? We must respond; we must be willing to move that "graveyard" called the curriculum, we must teach in terms that are relevant to the needs of a society that has a right to expect more from us, or else we risk the creation of new action agencies in the field we have long regarded as our private province.

Because a turbulent world is the true context of teacher education, I invite you to examine the prospect for a different world in the future and our role in dealing with problems that plague us and narrow the perimeters of hope for millions of citizens. You who are the teachers of teachers can help fill the appalling leadership gap in the critical and sensitive area of human relations. You can create imaginative new programs to put the energies and talents of teachers more directly on target; and you can occasionally resist another shining little innovation in order to consolidate gains and to follow through with what is already known to do but not done.

It is inconceivable that "business as usual" will get us to the year 2000. Therefore, I challenge the AACTE, as our "chosen instrument" in teacher education, to restudy our priorities and to outline boldly our options. I propose that we collaborate in a major reorientation of teacher education that can cope better with emerging educational dilemmas and with the needs of a changing society in a nation under stress.

The option to act is ours today. Tomorrow our options may be fewer and more circumscribed. Either we get our educational house in order or someone else will order it for us. Either we perceive better the problems and forces at work and build educational programs and responses to influence, reinforce, or redirect these trends as needed or vast pressures building up both inside and outside the society will explode with damaging, if not irreparable, results.

I. The Need

It is never easy or simple to identify, let alone comprehend fully, the nature and scope of our educational needs. The forces and influences that shape our lives and our educational programs and institutions are often less personal and local than they are global conditions in the never-ending struggle between freedom and enslavement, between enlightenment and ignorance, between health and disease, between peace and war, between wealth and poverty, between government and anarchy, between good and evil. These great polarities are strikingly vivid in their contrasts and leave no comfortable middle ground. These forces pull and tug at us and destroy our sense of wholeness.

Though we are staggered by the complexity, the enormity, and the universality of human issues and problems, let us be optimistic enough to believe there is no human condition so oppressive, so pervasive, or so difficult as to be immune to solution or amelioration by individual and collective efforts based on sound knowledge, concern, courage to act, and willingness to invest and sacrifice to achieve desired ends. Without such optimism, teaching and learning would be little more than exercises in futility.

International Dimension

The American educational dilemma is *international*. With tension mounting in scores of the earth's "hot spots," the United States is straining in a necessary effort to maintain equilibrium among the mature and the emerging nations of the free, the communist, and the uncommitted worlds. The large context for our lives is the perimeter of freedom.

Can we maintain or expand the perimeter of freedom? We see around the world two vast ideological systems in conflict: communism and democracy. In the process of interaction, each system is influencing the other. Education has its role to play in that confrontation, and teacher education institutions should remember that love of freedom is not inborn: it must be learned.

If peace—a remote prospect at the moment—comes, the educational and manpower implications would be enormous. Momentary dislocations would be more than offset by the unprecedented billions of dollars that would be available for domestic purposes, including education, and for alleviation of poverty and degradation throughout the world. Barring total war and destruction, the world will be made smaller, more interrelated, and more interdependent by modern transport and by a communications revolution.

Last month Dr. Ralph E. Lapp, nuclear scientist who worked on the original atomic bomb, told a college audience: "If half our 1,710 strategic missiles are converted into multiwarhead configurations, the United States will have 18 times the kill capacity required to knock the Soviet Union out of the twentieth century." If the reverse of this is similarly possible, civilization may be on the brink of the ultimate catastrophe: incineration. To reduce that likelihood, every resource at our nation's command—including teacher education—should be bent toward the creation of a workable peace and, simultaneously, toward the mental, moral, and physical stamina required to endure if peace is not forthcoming.

We must recognize ourselves for what we have become—an affluent, envied minority in a hostile world ready to explode. Two-thirds of the earth's population is sadly underfed and ill-housed. Few people in the United States die of starvation, but millions in India and other depressed countries die each year from malnutrition and hunger.

The world's explosive birth rate rivals nuclear warfare as a threat to mankind. Sixty-five million babies joined the human race last year. Millions of them, according to Dr. J. George Harrar, population expert and president of the Rockefeller Foundation, were "unwanted, unplanned for and cannot be properly fed, clothed, housed, and provided with educational and other opportunities. . . ."[1]

This problem seems remote to Americans who at the moment are comfortably shielded from its effects. But unless the world's population is stabilized, pressures will build up within this century to threaten not only every man's chance for fulfillment but his chance for survival.

The base for world understanding is education. Irrespective of their levels or fields of concentration, prospective teachers need an introduction to the countries and cultures of the world, a substantial experience with at least one culture other than their own, and evidence that their professors recognize education's expanding international dimension. Members of AACTE, what will be your response?

Economic Dilemma

The American educational dilemma of 1968 is *economic*. Local, state, and federal governments have large but inadequate resources with which to meet present needs, not to mention future demands; and this despite the fact that we are at the highest peak of prosperity in our history. With escalating costs of war and defense and the world monetary situation in doubt, we must be prepared to meet our educational commitments even if a further spiral of hurtful inflation comes, or if we should experience the often-predicted downturn labeled a "recession."

Especially critical are the financial troubles of large cities and the rural areas. Neither in ghettos nor in impoverished small towns and rural areas are salaries and other working conditions adequate to attract and hold a sufficient number of teachers of quality.

Teacher education institutions should not remain passive toward the consolidation of weak school districts into strong multidistrict or multicounty school systems that can cooperatively create cultural concentrations, facilities, and central services comparable to those in the better urban and suburban school systems. People are frustrated by their own traditions, loyalties, and jealousies that resist restructuring and reformation through multicounty and interstate coordinated attacks on educational problems that extend beyond the means of small or weak local school districts. They desperately need enlightened leadership in facing this issue.

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[1] Harrar, J. George. "Survival or Fulfillment." An address given at California Institute of Technology, March 7, 1967. p. 3.

Pending significantly higher minimum standards of quality imposed by states and maintained by increased and redistributed state and federal revenues, the pooling of resources to form stronger, larger schools is the only means of combating the shocking maldistribution of teaching competence that exists throughout the United States.

As regional accrediting agencies move slowly from a school-by-school to a systemwide basis for assessing quality, communities and states will be receiving clearer pictures of their educational strengths and disabilities. Meanwhile, a nationwide in-depth analysis of the distribution of financial resources in relation to quality among schools and school districts is overdue. The implications for teacher education of a study of where our best prepared teachers live and work are obvious. Can it be undertaken, or at least be promoted, by AACTE?

Of deepening concern, both around the world and here at home, are the contrasts between wealth and want, between conspicuous affluence and dire poverty. Millions of Americans, including teachers, are improving their economic position through education; but other millions, many of whom neither read nor write the English language acceptably, are caught by the sharp decline in need for unskilled labor and their lack of education. What, for example, is teacher education's response in behalf of two million children who come to our public schools speaking a language other than English?

Politics

The educational dilemma is *political*. The full impact upon education of the recently affirmed principal of "one man, one vote" has not yet been felt as power shifts from rural areas and small towns to the big cities.

Organized political activism of teachers is a phenomenon which will accelerate. It assumes that every major policy decision in education is a political decision. It also assumes that teachers are now preparing to stop subsidizing poor schools by working in woefully inadequate circumstances and are intending to win more victories at the ballot box.

There is abundant evidence that the United States lags behind several other countries in the active involvement of its citizens in democratic processes. Teachers, above all others, should be exemplars in political citizenship—individually informed, involved, active. This desired state of political sophistication and participation is more likely to characterize teachers if they have been grounded while still students in their citizenship responsibilities and their political rights as teachers. It is not enough to leave this important aspect of education to happenstance. What is your institution's response?

Science and Technology

The educational dilemma is *scientific* and *technical*. On December 15, 1967, it was announced to the world that scientists had synthesized the viral DNA molecule which can reproduce itself inside a cell and generate new viruses. The creation of life is a monumental landmark along a path of brilliant accomplishments in the physical and natural sciences.

Engineering genius and technological know-how have sent missiles to the moon, split the atom, transplanted a human heart, created television, and invented the digital computer. These and other notable achievements are altering our lives in significant ways.

In the sciences we find the most dramatic example of the "knowledge explosion." The power of knowledge is manifest as never before. The learned scholar who once could live out his days quietly in an academic "ivory tower" now finds his knowledge and his services both needed and salable in the marketplace. In science, knowledge is power and is reported to double every 15 years. The parallel obsolescence is perhaps even more difficult for us to cope with, for people do not like to hear that what they know is not so. Despite growing awareness among educators of the fallibility of facts, there lingers in the schools an inordinate reverence for them (facts, that is). Is this because concrete bits of data are comforting in a time of rapid change and unsettling social conditions?

Be that as it may, science, mathematics, and technology have shaped our world, industrialized us, built our cities. The tools of science and technology moved us first around the seas with venturesome argonauts, then upward into outer space with astronauts, and now downward into the depths of the sea on the courage and skill of our newest breed of explorer, the aquanaut. These and other epic events in man's conquest of his environment pivot around people whose cultivated talents and inquiring minds were stimulated by perceptive teachers.

It now remains for teachers to utilize the new science of learning and the technology of instruction. Leaders of teacher education, *respondez, s'il vous plait.*

Art and Letters

Our dilemma is *humanistic*. Whether growth of the creative arts and belles lettres would have been comparable to scientific accomplishments had the pre- and post-World War II investments in science and technology been matched by underwriting the work of painters, sculptors, composers, musicians, poets, novelists, and philosophers is a matter for sheer conjecture.

For too long, the once dominant and proud humanities have received only token support for research and development. Yet this deprivation has perhaps encouraged a renewal of concern for good teaching, for ideals, and for values. It is to the humanists we look for a kind of guidance which no amount of scientism or materialism can provide.

Music and art have not yet made their maximum impact on our culture. If there is today a dearth of new literature and music of epic quality, does teacher education share somehow in this failure? What can the teachers of teachers do to help make good on the artistic, literary, and musical birthright of every child?

Social Progress

The educational dilemma is *social.* Belatedly, we in teacher education are aware and concerned that sizable segments of our population have too long been denied their share of the benefits of a free, open, democratic society. These segments include 14 million impoverished people in rural America, the millions who live in deteriorating urban ghettos, the Indian Americans, the Mexican Americans, and most of 20 million Negro Americans. These and others like them have been trapped by isolation from society's mainstream by low educational levels, by lack of marketable skills in an era of rapid technological advancement, by the national "bottleneck" of inadequate guidance, by nonavailability of appropriate vocational education, by inadequate health care, by weak schools—by a set of interlocking conditions that tend to perpetuate a vicious cycle of deprivation, low aspiration, impoverishment, and frustration. The opportunities and contributions of underdeveloped, underutilized people can be vastly enlarged for their own benefit and for the benefit of all. This should be done because it is *right.* This should be done *in spite of* riots, *in spite of* threats to immobilize cities, *in spite of* admonitions to burn, to kill, to destroy. With massive, concerted, sincere drives to eradicate the causes of human blight, we can and we must build a good society for all citizens.

Deterioration in the stability of the American family continues to place added burdens on schools and teachers. The rise in crime and juvenile delinquency is surely related to failures of the home and family. This problem of society gallops with the growth of cities and appears to be related also to quality of teaching and the student's perceived relevance of school to his needs and interests. The decline of religion as a guiding, or restraining, force in American life has also made a difference.

One in every five American families changes habitation each year. The mass migration from rural areas to the cities has created enormous problems for both city dwellers and those who remain on farms and in villages. Of late, the nation's conscience has awakened to the plight of the decaying "inner city." But, as a significant new study entitled *The People Left Behind*[2] states, the rural poor have few spokesmen. Only recently has there been an awareness that riots in the cities have roots in rural poverty.

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[2] A Report by the President's National Advisory Commission on Rural Poverty. Washington, D.C., September 1967.

We cannot afford a plateau or a moratorium on progress in human rights. The radicals say education is too slow a process. It is up to us to disprove that assertion and to make teacher education a powerful catalyst in the expansion of opportunity, especially for those who suffer the cumulative effects of long-time poverty and cultural deprivation.

Our colleges and universities can become more vital places linked meaningfully to the greatest crusade in our nation's history if we will send a powerful and ever-growing stream of our best young teachers into the ghettos and the rural poverty pockets. We can help turn these rugged jobs into challenging, prestigious adventures in learning and living. We can do this for America. What will be our response?

Needed Coalition

The dilemma of American education is *private* as well as *public*. No longer can our deepest problems be resolved by government alone. To look upon federal aid to education, or a federally guaranteed annual wage, as the ultimate panacea is a serious mistake. This attitude could lead to an ultimate dependence and a degree of collectivism that would hamper individual enterprise. Only a new partnership of the private and public sectors—government at all levels working effectively with business, industry, agriculture, labor, education, and the grossly underestimated human welfare organizations supported by religious groups—only an effective coalition of these agencies can match our aspirations and needs with the human and natural resources required to create communities that approximate the good society. The private sector has yet to be heard from fully, effectively. It can play a decisive role in meeting challenges and in providing leadership required to build a better order.

Our Profession

The educational dilemma is *professional*. The teaching profession is at this moment in considerable disarray. Are we headed toward a divided profession, with teachers in one camp and administrators in another? Are we to see local school boards buffeted like shuttlecocks in a badminton game between the forces of NEA and the rising group known as AFT? Is tough power politics the only way to gain the dramatic improvement in teacher salaries that must come if we are to maintain and develop quality in schools? Are we forever going to fail to discriminate between important research and the flood of junk that masquerades under that label? Are we content with the interminable lag between the best that is known and the dissemination of such information to every school system for use and implementation? Are we who know the circumstances from the inside going to continue to sit around and tolerate the vast discrepancies in quality (and hence opportunity) between the best financed, best managed, most excitingly effective schools and those numerous weak, drab caricatures that deny millions of youngsters a fair chance at the starting line?

The Year 2000

Speculation about life in the year 2000 is currently both a favorite parlor sport and a serious concern of scholars. It is important that leaders in teacher education join influentially in such speculation and in serious planning for the twenty-first century. In this effort, participation with representatives of all the disciplines and with people from every segment of our society would be invaluable for education, especially in clarifying what kinds of teachers will be needed in the future.

Educational institutions notwithstanding, continuity of wisdom is so denied by the phenomenon of death and the willful avoidance of history's warnings in favor of firsthand experience that the human race has learned little from its mistakes of the past. The increased emphasis of ebullient youth upon the "now" (the vivid present) instead of the "then" (the dim past) and the growing dominance of youths 25 years of age or under in our country require a new basis for strategies of national survival and individual fulfillment.

The vectors of force leading from 1968 to the year 2000 can best be employed to produce the hoped for "good society" if communities and nations develop comprehensive long-range plans incorporating all predictable factors and applying their highest intelligence and greatest political finesse to the systematic discovery of solutions to problems and to the identification of all reasonable routes to achievement of agreed-upon goals. The effort would evolve in three phases. The operational responsibilities of teacher education would be a part of phase three.

First, we need charismatic political leadership of unprecedented quality to carry the nation through a democratic determination of national long-range goals and the means to achieve them. These means, based upon a synthesis of pertinent facts and assumptions, would include all rational routes to the desired goals with a timetable for intermediate targets. A "critical path" approach to the timing and direction of energy would reveal the state of progress at any given moment.

Second, using a systems approach, a comprehensive plan would be developed for achievement of the agreed-upon goals for the nation and its communities. A stabilized population of perhaps 300 million Americans beyond the year 2000 would be hypothesized. Including the most advanced thought from the new field of ekistics, the plan would accommodate a lessening distinction between urban and rural living. Habitation would be developed in well-spaced corridor city-states linked to far-flung work, education, and recreational opportunities by fabulous transportation and communications systems.

As the American Academy of Arts and Sciences has indicated, analysis and future planning should include factors such as governmental structures; community organizations; population density, privacy, and interaction; biological factors in genetics and personality; intellectual institutions; adequacy of resources and energy sources; population and age; control of the environment; education and training; human capital, meritocracy; ethnic minorities; use of leisure; the planning process; and the international system.[3]

Only the finest specialized and general intelligence drawn from the ranks of humanists, scientists, and social scientists can produce a workable design for a better society. Built into the design would be a massive program of demolition, renovation, and construction in every area of human activity to rectify the results of past mistakes. New policies and procedures would minimize their repetition.

Third, to reap the potential benefits of cybernetics, automation, and industrial society and to help insure a wise and just redeployment of human and natural resources, we need a revitalized system of education, including teacher education, that emphasizes man's humanity and prepares him for the profitable use of his knowledge, energy, and time.

I do not agree with those who say that machines will soon cause us to run out of useful work to do. But no amount of technological brilliance can save us from chaos unless education provides citizens with an understanding of their world and the nature of man, with a broad background in ways of learning, with more adequate career guidance, and with a strong commitment to the only society that can be truly democratic—a society of learners with abundant formal and informal educative experiences universally utilized from the cradle to the grave.

II. The Task

The task of 1,200 colleges and universities that prepare teachers for America's schools is formidable now and will become more so as we move toward the twenty-first century. I happen to believe the task of teacher education was not properly conceptualized at the outset, and we have been a long time overcoming that handicap. Very early we compromised with quality and settled for a hodgepodge of teachers ranging all the way from the stunningly effective to the not-so-warm bodies. We settled for too many schoolkeepers who could fill a vessel but couldn't light a flame.

A dichotomy was created: professional educators overstressed techniques and underplayed the art and science of teaching while their academic brethren haughtily ignored schools and children. Too often teaching candidates were fed pap when what they needed was a diet of substance plus fruitful intellectual and professional friction with fellow students, professors, teachers in service, and children in learning situations.

Today elementary and secondary schools command better attention, and it is to their credit that universities and colleges are increasingly applying their full resources to the important business of educating teachers.

"Turned On" Teachers

Most of all, we ignored the fact that teachers, to be successful, must be exciting people. We produced too many teachers of the placid kind that students forget, or wish they could forget, instead of the memorable facilitators of learning they never forget. The cardinal sin of teaching is, and always was, dullness.

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[3] "Toward the Year 2000: Work in Progress." *Daedalus* 96: 653-4; Summer 1967.

Of course we wanted gifted teachers with subject matter breadth and strength in a specialty. Of course we wanted professionally minded, technically skillful practitioners. Of course we wanted persons of character and emotional stability. Naturally we wanted dedicated career teachers. But we screened out some potential candidates because they didn't fit our stereotypes. We all but posted a warning sign, "No Boat-Rockers Allowed." We failed to put a premium on a precious ingredient: charisma.

The teaching profession needs one million "turned on" teachers who have the drive as well as the competence to make an adventure of every hour in the classroom: teachers who are fired from the heart as well as the head, and who are inventive enough to make learning synonymous with living. We need inquiring provocateurs, arousers of those "sleeping giants," the talented ones; developers of children in the great midranges of ability; and patient, sensitive guides for those pupils whose special conditions of body and mind limit them and call for our best effort.

It is improbable that electrifying teachers for the elementary and secondary schools can be produced in large numbers except by "turned on" professors in the colleges and universities. These inspiring models of pedagogical excellence are in short supply. Nevertheless, there are more artists in collegiate classrooms than commonly are recognized. Administrators, and even faculty committees, can more readily count items in a bibliography, or dollars in a research grant, than they can know the number of times students are carried to the top of Mt. Olympus for a thrilling intellectual experience. Any university that downgrades teaching by failing to reward exceptional teaching power in a measure comparable to research competence is an unfit place in which to prepare teachers.

Salaries and Selectivity

How can we rebuild the teaching profession around a strong corps of one million well-qualified learning catalysts? To begin with, salaries must be increased sufficiently to attract and hold a larger share of the best minds and personalities. This will never be realized to a sufficient extent if the only approach is sporadic demands for across-the-board increments of improvement for an ever-enlarging teaching force.

Neither the teachers' union nor the NEA and its affiliates are apt to look with favor on any system of teacher evaluation leading to merit pay. But merit pay offers one alternative which could be quickly funded to double the upper salary limit for teachers with maximum education, experience, and competence. Many citizens feel it is unfair and unfortunate to reward the least effective and the most effective teachers in a lockstep of identical remuneration based solely on length of tenure.

I am convinced that the combination of circumstances confronting us—such as economic stress (including taxpayer resistance, rising demands to show cause, and efforts to reduce deficit spending) and the absolute necessity of increasing salaries for teachers of greatest competence, experience, and dedication, plus the need to have more children sharing the benefits of learning under the tutelage of lively, inventive, exciting teachers—the combination of these factors dictates a drastic revision in qualifications for membership in the teaching profession. Instead of applauding NEA's goal of two million members, I raise today this question: Why not *one* million well-qualified, genuinely professional teachers in the membership by 1978?

If there are now approximately two million teachers at work in all types and levels of education, I propose that we hold the line at this number for 10 or more years by introducing greater selectivity in whom we admit and whom we retain. If we would do this as a self-disciplined profession, we would make significant progress toward improved quality of instruction.

To make this possible, school systems would need to employ effectively and economically nonprofessional teacher aides, technicians, and specialized professionals in an average ratio of at least one supporting person in the instructional program for each highly educated, carefully selected, well-rewarded master teacher. Already, one in five public school teachers is assisted by one or more aides, but mostly on a limited, part-time basis.[4]

The use of full-time and shared assistants and specialists will relieve teachers of much routine drudgery, multiply their effectiveness, and enhance their status. More use of specialists in team teaching is a key to successful individualized instruction. The team concept is certain to grow. The medical profession has developed professional teams in which 11 out of each 100 are reputedly M.D.'s and the others are support personnel. By the same token, teachers and school administrators need to be oriented to the view that central staff members, from superintendents to custodians, are all members of the team that supports classroom instruction.

Obviously, the implications of this proposal are large both for local schools and for teacher education. Most of our machinery is geared to resist such an innovation. Only a purposeful teaching profession and an informed citizenry can translate the ideas of greater selectivity and expanded assistance for teachers into reality.

Curriculum Balance

So much has been written and said about the content of undergraduate and graduate courses for teachers that I shall leave the question of proper balance among general studies, academic specialities, and professional courses to others. It is old ground and, in terms of state certification regulations and institutional requirements, often a battleground. So long as we attempt to quantify education by rigid prescriptions of credit hours instead of emphasizing experiences, activities, and accomplishments, jockeying among vested interests for space and consecutive time in the overcrowded curriculum will continue.

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[4] National Education Association, Research Division. "How the Profession Feels About Teacher Aides." *NEA Journal* 56:16; November 1967.

Occupational Education

For most of their history, secondary schools, and to some extent elementary schools, have had their curriculums dictated by colleges. Many youngsters who will never attend college are being forced into college preparatory courses because nothing else is available. The time has come for spokesmen and leaders in teacher education to recognize the growing importance of broadly conceived occupational education in an industrial society. For the most part, we in teacher education have been asleep with respect to the world of work and have neglected preparation of teachers to staff vocational training programs. The field of occupational education—after years of malnutrition, second-class citizenship, and low status generally—is coming into its own. Alert teacher preparation institutions will recognize the growing importance of vocational teachers in the comprehensive high school, the post-high school, noncollegiate technical centers, and the two-year community junior colleges of an industrializing nation. They should similarly develop renewed interest in adult and continuing education and begin to explore the potentialities and problems of proprietary schools, where more money is spent for training than in all of public education.

Preprimary Children

Early child development is proving to be an exciting frontier for teacher education. Bold experiments have modified our notions of what can and should be taught to very young children and have modified our strategies for learning. These enormous gains in knowledge about young children and their capabilities have major implications for curriculum revision ranging from the first grade through the graduate school. If American education is to receive a thorough overhaul, we should break with the past and rebuild from the ground up, not from the top downward.

Innovative programs are now enabling some children three years old to read, write, and reason at levels previously held to be impossible. Head Start programs have dramatized the potentialities of culturally disadvantaged children when given enthusiastic and competent teaching, good materials of instruction, a favorable pupil-teacher ratio, and love. Sadly, it is a head start to nowhere for many youngsters in school systems that do not follow through with enriched programs in subsequent schooling.

Soon public kindergartens will be functioning in most states as part of the expanding educational system. The history of this decade must not record that the previously existing content and structure of education were little affected by this development. Colleges and universities can act as an observatory from which to monitor what happens. They can provide the needed research underpinnings for change, and they must stimulate schools to modify old programs.

Teacher Certification

The interests of children, the public at-large, and the teaching profession will best be served by two changes in the certification of teachers:

(a) more flexibility in requirements and thus greater flexibility in preparation of beginning teachers, and (b) reciprocal agreements among all 50 states to recognize each other's certifications. To date, 28 states recognize approval by the National Council for Accreditation of Teacher Education as a basis for reciprocity.

Teacher education and the teaching profession are still plagued with unwarranted peculiarities of some state certification regulations. Failure to reciprocate is seriously impeding the free flow and recruitment of teachers. The issue of reciprocity has been wrangled over long enough. The time has come for some kind of nationwide agreement. You in teacher education have a stake in this issue and can aid your graduates by pressing for needed action.

Character Education

The United States is in the throes of agonizing change in almost every realm. None is more basic to the quality of life than the area of moral and spiritual values. Studies of what happens to student values in the collegiate environment are not reassuring.

We have passed through a season of pseudo-sophistication, during which it was unpopular to do more than engage in sterile philosophizing about the character-molding responsibilities of higher education. Meanwhile, the entire fabric of American life has experienced a frightening increase in crime and lawlessness. Criminal acts are said to be increasing at six times the rate of population growth.

The cost of crime is astronomical. Direct costs to school systems in acts of vandalism, extra guards, and lowered efficiency of instruction are large. If the cost of crime in our society could be cut in half, we could create the schools of which we dream with the savings. Hope lies not in building bigger jails but in crime prevention through more cooperative efforts of education, business and industry, the judicial system, police authorities, and other agencies.

If teachers are to be effective partners in this effort, their preparation programs should recognize that the problem of crime exists, that it is mostly now a youth problem, and that schools are a chief bulwark for prevention.

To orient teachers to their vital role in character development, colleges should turn some of their attention to the plight of the nation's penal and correctional institutions. Almost without exception, we in teacher education think and teach as if the threatening demiworld of crime did not exist. Few of us ever go near a jail, a juvenile court, or an institution for delinquents to discover how limited are their rehabilitative programs and how badly they need our help. We prefer to shut these unpleasant, deeply puzzling matters out of our minds.

When will the full power of the educational enterprise be aimed at the prevention and cure of delinquency? Surely it is not beyond reason to expect teacher education to take a fresh look at its responsibilities.

Research Evaluation

Most of the useful research projects in learning and teaching have been campus-based. Leaders of teacher education spearheaded the drive for increased appropriations for educational research from the federal government. The stimulating effect of this investment has been widely felt.

It would seem logical for school systems, working closely with member institutions of AACTE, to undertake more searching evaluation of education-related research. Neither school teachers nor administrators are able to cope with the quantity of research being reported. Assistance should be given to schools in distinguishing the good from the bad and in communicating more rapidly the operational implications of our most valid and significant research.

Careful assessment of the research which professors engage in and renewed effort to act upon the best of it are essential if financial support for educational research is to continue in the dimension needed. Philanthropic foundations and governmental agencies have alternative uses for their resources. We in education cannot afford, nor can communities, a lessening of interest and investment in research to improve the educative process. But there must be clearer evidence than now exists that research findings are influencing teachers, schools, and the preparation of teachers. Otherwise, the compelling needs for research in important areas such as population, communication, urban studies, manpower, rural life, and government itself may preempt available funds.

A New Laboratory School

The colleges and universities that educate teachers have long confronted two problems, one internal and the other external. Internally, much progress has been made over the past 20 years in combining more effectively the strengths of the academic disciplines and the departments and schools of education. We have not yet achieved Utopia, but dialogue, interface, interaction—call it what you will—has improved measurably.

Externally, the relations between institutions that prepare teachers and school systems in their vicinity leave much to be desired. Despite notable exceptions, the chronic complaint persists that too many professors—especially in the academic disciplines, but also in professional education—spend little or no time in elementary and secondary schools and are really out of touch with education's mainstream. To the extent that the allegation is correct, teacher education fails to employ the one means it has to make preparation programs real and relevant.

An exhortation to college administrators and professors to spend more time in local schools and in visiting notable ones in other regions would be wasted effort. All professors think they are fully occupied, and many are heavily over-committed. What could make a difference is an organic tie between a school system and an institution teaching teachers, a linkage that supplements and goes beyond the usual arrangements for supervised student teaching.

In my judgment, we are soon to see a few trial arrangements consummated by local authorities for the management and operation of public schools by profit-making organizations in the so-called "knowledge industry." Where results of traditional management of schools have been poor, perhaps this radical approach deserves a try.

If industrial corporations can enter into contracts with school boards for the conduct of schools, so can universities and colleges. The latter already advise schools on how to conduct their business, so presumably they have the know-how to execute as well as to consult. Recently a contract was signed between Antioch College and the Washington, D.C., school system for the operation by Antioch of the Morgan Elementary School "in consultation with a community school board."[5]

To put colleges preparing teachers squarely into the deepest, most vital domestic issue that faces our nation, I propose that each member institution of AACTE seek to enter into a contract for the operation of a new type of laboratory school. This contract would involve management, not of the best school or even a midrange school, but of one beset by problems. Where a ghetto-like environment needs improvement, a school serving that area would be a desirable one to consider.

Why an underprivileged school? For one thing, school systems need less help in the management of learning for bright, culturally privileged children. The usefulness, and therefore the justification, to a doubting school board or citizenry would come from the chance to turn a difficult situation into a hopeful one. Schools struggling to succeed in racial desegregation of their faculties and students need help throughout this country. Amid all the current unrest over civil rights, some things need to be working out well. Success in the schools will do more than anything else to bring cessation of hostility and a sense of positive accomplishment.

The advantage to the contracting higher institution is in the enlarged opportunity such a contract, properly drawn, can provide for experimentation, for preparation of young teachers who expect to teach in similar situations, for a new kind of relationship of professors to schools, and for the vitalization of teacher preparation.

For the school system, such a contract could do much to change the image of the ghetto school from that of a place where teachers do not want to go because of lack of resources and support with which to meet problems to that of a place where the action is: a school bursting with the excitement of new ideas, new resources, and a new kind of prestige. The value of a contract laboratory school as a change agent in the educational system could be substantial.

In consultation with school system officials, the college would be given freedom to select teachers and administrators and to make curriculum changes. Given this freedom, it is to be hoped that new approaches which would normally require years to achieve through systemwide consideration might be introduced more readily.

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[5] Jacoby, Susan. "National Monument to Failure." *Saturday Review* 50:19; November 18, 1967.

The not always whispered plaint of people in teacher education is, "If we only had the authority to. . . ." The contract school could be the proving ground for ideas as varied as team teaching with its use of paraprofessional aides and specialists, electronically equipped classrooms with computer-assisted instruction, an advanced guidance system, ungraded classes where pupils work at their individual rates of learning, and a year-around program.

Here would be opportunity to explore how children learn from each other through self-motivation, self-directed learning, and team *learning* as well as team *teaching*. Here would be offered a chance to explore what happens when children are involved as genuine partners in planning their learning experiences. Here could be created in miniature the open, democratic society in which teachers and children of any race, color, or creed can grow and prosper.

Where traditional methods have failed, this new contract school would demonstrate the power of the self-concept in learning and seek to involve parents deeply in the further understanding of their children and themselves. In administration, the new role of the school principal could be more nearly that of coordinator of the faculty for instruction than that of caretaker for the central administration.

With such a school as I have proposed, we would have new hope for meeting the rising expectations of people who live in the ghetto and for helping to change the ghetto into something better. In the process, teacher education would change in a desirable and an indelible way.

And in Conclusion

It is indeed a high privilege to address you ladies and gentlemen who are the "movers and shakers" in teacher education. Your institutions have the tools and the leverage with which to attack the major problems of the human condition. You have the influence and the responsibility to see that your institutions apply their full resources to the problems and goals of our nation's schools.

If your task has been difficult in the past, the dual factors of rising expectations and new demands will make your effective performance more compelling in the future. Never has teacher education been closer to the "eye of the storm" in our society. Never has it been more urgent to help individuals find personal fulfillment, to help rebuild communities, to help achieve our national purpose, and to help create a rational world.

The challenge to teacher education is awesome, but it can be met by men and women who possess the four C's: concern, courage, competence, and charisma. The fundamental question is not, What can we do? It is, What will be our response?

The President's Address

JOHN R. EMENS
President, AACTE
President
Ball State University
Muncie, Indiana

Introduction

The American Association of Colleges for Teacher Education and its predecessor organization have a *fifty-year* record of service to American teacher education. This is the *twentieth* annual meeting with our present name and structure.

Your Executive Committee "instructed" your president that this would be an appropriate time for him to review the history of the organization and for others on the program to discuss issues and innovations as a part of the developing challenges we will face in the next half century.

A twentieth or fiftieth anniversary is a good time for a backward and a forward look. I told the Committee, "I am not really interested in looking backward, except to identify the foundations upon which our present and future superstructure stands." There are some very interesting people and events which constitute our foundations. These people and events have made possible the organization and program which we now call The American Association of Colleges for Teacher Education.

Early Years

Information concerning early organizational events is available in the yearbooks of the American Association of Teachers Colleges, the minutes of the meetings of the NEA Section in Teacher Education, the *History of the North Central Association*, and articles and notes of such men as Dr. Charles Hunt, Dr. Sam Evenden, President Charles McKenny (all of whom I have had the pleasure of knowing). From these sources we learn that normal schools and teachers colleges had their beginning in the early part of the nineteenth century and that their members increased rapidly during the period from 1830 to 1875. The earliest beginnings of an organized movement to exchange information and to improve teacher education institution offerings came in 1870 when the National Education Association Department of Normal Schools was founded and in 1902 when the North Central Council of State Normal School Presidents was organized. In 1917 the North Central Association group of Normal School Presidents expanded into a national organization, and in 1923 the American Association of Teachers Colleges was organized.

Most of the colleges in the American Association of Teachers Colleges were single-purpose teacher education institutions, but some became multipurpose early in their development, and some of those organized at later periods were multipurpose from their inception. Many of the colleges have changed their names and functions—the most typical changes being to state teachers college, state college of education, state college or state university.

The beginnings of The American Association of Colleges for Teacher Education were reported by Dr. Evenden in one of the early yearbooks:

> About the beginning of this century the Normal School Oratorical Association of Kansas, Iowa, Missouri, Illinois, and Wisconsin started holding its Interstate Normal Oratorical League Contests. The interest in these contests grew to include debating, athletics, and glee clubs. Presidents and appropriate faculty members accompanied the students. In 1902 the presidents started an informal council afterwards known as The North Central Council of State Normal School Presidents which held annual meetings from 1902 through 1917. During this period reports of the value of these meetings spread. More presidents in the area and numbers from other states applied for membership and the number of persons attending increased steadily from six in 1902 to 40 in 1917.
>
> In 1917 the Council was reorganized as the National Council of State Normal School Presidents and Principals and continued to meet annually.
>
> By 1917 many of the member institutions had become degree-granting teachers colleges. At the invitation of President Homer H. Serley of Iowa State Teachers College four other representatives of degree-granting teachers colleges met in Chicago early in 1917 and decided to establish an American Association of Teachers Colleges. The others were presidents John R. Kirk of Kirksville, Missouri, Charles McKenny of Ypsilanti, Michigan, David Felmley of Normal, Illinois, and Dean H. C. Minnick of Miami University, Ohio. These five men formed the nucleus of the first meeting of the American Association of Teachers Colleges at Kansas City, February 24, 1917. 1918 is listed as the first official meeting, and meetings were held each year thereafter in conjunction with the meeting of the NEA Department of Superintendence. [An interesting note:] At the 1920 meeting the dues were set at $5, but because the unexpended balance in the treasury next year was so large the dues were reduced to $2.
>
> The year 1923 is one of the important dates in the history of the Association. It saw the merger of the National Council of Teachers Colleges with the American Association of Teachers Colleges. In 1925 the AATC was combined with the Normal School Section of the NEA. It became an official department of the NEA with complete autonomy at that time.[1]

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[1] Evenden, E. S. "A Quarter Century of Standards." *First Yearbook*. Washington, D.C., American Association of Colleges for Teacher Education, 1948. pp. 98-105.

It is interesting to note that three organizations were thus joined to form AATC. The three organizations were the NEA Department of Normal Schools (1870), the National Council of State Normal School Presidents (1902), and the American Association of Teachers Colleges (1918). They were finally united into one unit in 1925 and took the name of American Association of Teachers Colleges (AATC), an autonomous institutional section and department of the National Education Association.

The Middle Years: 1918-48

These years can be described briefly as the years in which accrediting was an important concern. The teachers colleges were struggling to become regionally accredited institutions, and they were also developing and adopting accrediting procedures for the profession of teacher education. Colleges and universities other than teachers colleges also became vitally interested in the improvement of teacher education.

The following gives some indication of the action of the regional association accrediting program:

> In 1918 the most radical changes of the decade occurred. Under a new classification, institutions of higher learning were grouped into three differentiating divisions—colleges and universities, junior colleges, and *institutions primarily for the training of teachers*—and a *distinct set of criteria was established for each division.* The following new requirements were drawn:
>
> FOR INSTITUTIONS PRIMARILY FOR THE TRAINING OF TEACHERS
>
> 1. The minimum scholastic requirement of all teachers in such schools (except teachers of the so-called special subjects in elementary schools, including music, drawing, and manual training, and assistants in the training school) shall be equivalent to graduation from a college belonging to this Association, supplemented by special training or experience, or both, of at least three years. Graduate study and training in research equivalent to that required for the master's degree are urgently recommended, but the teacher's success is to be determined by the efficiency of his teaching, as well as by his research work.
>
> 2. Such schools shall require for admission not less than fifteen secondary units as defined by this Association.
>
> 6. Such schools shall receive an annual income for maintenance and operation of not less than $50,000 or, if less, at least $150 per year per student in average attendance.
>
> 8. The average teaching program of a teacher in such schools shall not exceed 15 clock hours per week in actual teaching or the equivalent in classroom, laboratory, shop, or supervisory instruction. The class unit for instruction shall not exceed 30 students.
>
> 10. No institution shall be admitted to the approved list unless it has a total registration of at least 100 students from September to June whose preliminary preparation is the equivalent of at least graduation from a four-year high school.[3]

One of the major concerns of the American Association of Teachers Colleges was accreditation of teacher education programs and teacher education institutions. An analysis of the programs of the annual meetings indicates continuous study and exchange of ideas covering a wide range of overall institutional concerns. In the *First Yearbook of AACTE*, published in 1948, Dr. E. S. Evenden summarized the developments in accrediting of teacher education. The following quotes illustrate the procedures and progress:

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[3] Davis, Calvin. *History of the North Central Association.* Ann Arbor, Mich.: North Central Association of Colleges and Secondary Schools, 1945. p. 68.

> Twenty-five years ago the AATC had just completed a merger with the National Council of Normal School Presidents and Principals and adopted a set of standards. Now as we have worked with our standards for a quarter of a century and are about to make another important merger, it seemed desirable to review what we have done and also to get the results of some collective thinking on where we are and where we should go. Consequently all the yearbooks of the Association, 1922 to 1947, were studied (and they make very challenging reading for any one interested in the education of teachers) and a summarized record of how our standards developed to their present form was prepared so as to make it part of our records.
>
> In 1922 a special committee of the National Council of Education (NEA) reported on its investigation of the teachers college movement and of the practices then being followed by the teachers colleges in the United States. The findings which occupy 22 pages of the *1922 AATC Yearbook* cover such topics as: degrees granted, curricula offered, admission requirements, faculty preparation, teaching load, and student load. The Committee's reports gave a very complete status study of teachers colleges and concluded among other things that the 'teachers college movement is sound in policy,' 'is still in the experimental stage,' and 'should receive encouragement from all friends of public education.'
>
> In 1923 the Association adopted a new set of detailed standards. A Committee on Standards and Surveys and a Committee on Classification for the year 1923-24 was appointed consisting of presidents G. E. Maxwell of Winona, W. P. Morgan of Macomb, and H. A. Brown of Oshkosh. This Committee made a study of prevailing practices respecting the standards adopted and at the meeting in 1924 presented a set of more specific standards with permissible minima for many of the items. These evoked vigorous discussion, and the entire report was postponed for further consideration at the next annual meeting.
>
> Each year the Committee continued the practice of assigning special studies to members of the Committee. Whenever the findings of these studies indicated the need for additional information, studies to obtain it were planned, and whenever the findings supplied the basis for changes in a standard, the indicated changes were proposed for consideration and adoption by the Association.
>
> At the 1926 meeting in Washington, D.C., the Committee on Standards and Surveys submitted a new draft of the standards.
>
> This was the beginning of the present set of standards of the American Association of Teachers Colleges, although there is now relatively little of the original set left except the over-all framework.
>
> The attitude was early established of thinking of the standards as a constantly growing challenging set of goals.
>
> By the time of the 1932 meeting the effect of the North Central Association's study of standards was being felt in AATC, and there were evidences of growing interest in qualitative standards in contrast to quantitative ones. It should also be noted that the standards for graduate work in teachers colleges were drawn in terms of qualitative statements and contain very few quantitative items. It should also be recorded that these changes have so far all been made on the basis of studies carried out as voluntary contributions by those making them.

During this period, which I have chosen to call the "Middle Years," one other major event indicates growth and expanded service. The first

School for Executives was held in 1942, and each one of the series of biennial workshops has been most inspirational and profitable. The 1968 School will be held August 18-24 at Southern Oregon College at Ashland.

To summarize, from 1925 to 1947 three national associations interested in institutional teacher education programs developed:

American Association of Teacher Colleges—184 members

National Association of Colleges and Departments of Education—61 members

National Association of Teacher Education Institutions in Metropolitan Districts—51 members

This amounts to a total of 258 nonduplicating memberships.

In 1948 these three organizations united to form The American Association of Colleges for Teacher Education, and this week we "celebrate" the twentieth anniversary of this union. The official records as recorded in the *First Yearbook* read as follows:

> In 1948, by action of their memberships, the American Association of Teachers Colleges, the National Association of Colleges and Departments of Education and the National Association of Teacher Education Institutions in Metropolitan Districts were merged to form the American Association of Colleges for Teacher Education. A constitution and set of bylaws for the new organization were adopted by representatives of the institutions holding membership in the three associations at Atlantic City, New Jersey, on February 21, 1948.

1948 to 1954

In my opinion, it is fair to state that the newly affiliated members of AACTE devoted the years from 1948 to 1954 to establishing a sound program of accreditation for the teaching profession. One author stated:

> The purposes and processes of accreditation and the development of standards and evaluation schedules for use in carrying out accreditation functions were at the heart of the AACTE's program during its early years. In many ways these purposes and processes were the *raison d'être* of the Association until July 1, 1954, when accreditation responsibilities were transferred to the NCATE.
>
> The American Association of Teachers Colleges adopted a revised set of 'Minimum Standards for Accrediting Teachers Colleges and Normal Schools' in February 1947. These standards were accepted by the AACTE at the time of its founding in 1948. The Standards for Accrediting Colleges for Teacher Education covered the following areas:
>
> I. Definition, Objectives and Organization of a College for Teacher Education
> II. Admission, Selection, Guidance and Placement
> III. Preparation of Faculty
> IV. Teaching Load of Faculty
> V. Curriculum
> VI. Professional Laboratory Experiences
> VII. Library
> VIII. Financial Support
> IX. Appointment, Academic Freedom and Tenure
>
> The Committee on Studies and Standards continued the work of the AATC Committee on Standards and Surveys, and the standards for accreditation by and

membership in the AACTE continued to undergo periodic modification to meet changing needs. Evaluative Criteria and Schedules to aid in the application of qualitative standards to specific institutions also were being continuously developed.

In 1951, the Committee on Accrediting initiated a program to revisit and reaccredit all member institutions during a three-year period. E. J. Ashbaugh (Miami University, Ohio), Chairman of the Committee in 1950, described the program as follows:

'The Program of revisitation is far more than a formal inspection for membership which each of the old members of the AATC, who came in after accreditation was begun, underwent as a condition of membership. It is far more than the ascertaining if an institution is doing a good enough job to be admitted to fellowship. . . . We want this program to be an educational experience of great magnitude at each institution of our membership—an experience that will involve and stimulate the thinking not only of the president and the dean and the registrar and a few others in key administrative positions, but of every member of the staff.'

In his summary of the program's accomplishments reported at the Annual Meeting, 1955, Pomeroy said, 'The program, instituted to improve the teacher-education offerings of AACTE institutions by means of self-study and exchange of ideas and suggestions, has been an unquestioned success. In the history of American higher education for this mid-century period, the efforts of this Association, through the Intervisitation Program, will without doubt be recorded as the most far-reaching and successful effort for the improvement of teacher education ever before undertaken. . . . By the time of the Annual Meeting in 1952, thirty-seven institutions had been visited; by the 1953 meeting 111; a year ago 224; and by December 31, 1954, 240 institutions had participated.'

The Intervisitation Program commenced in 1951 has been completed. We have learned much as individuals and as an Association during the past four years. Above all we have learned that the device of self-study and cooperative evaluation are effective means for the improvement of teacher education.

Discussions which led to plans for broadening the base for accreditation of teacher education institutions and programs were initiated as early as 1946 with representatives of the NEA's Commission on Teacher Education and Professional Standards and the National Council of Chief State School Officers. In 1952, the AACTE joined with these groups and the National Association of State Directors of Teacher Education and Certification and the National School Boards Association to establish the National Council for Accreditation of Teacher Education. The AACTE continued to operate as the official accrediting agency for teacher education until July 1, 1954.

The 1954 membership list of the AACTE became the initial list of accredited institutions of the NCATE.

From its inception the AACTE, as the Association representing colleges and universities, has provided financial support for the National Council for Accreditation of Teacher Education.

The Maturing Years

This is our fiftieth anniversary, and the expanding programs, studies, and services; the increased number and diversity of institutional members; the joint efforts of our associated colleagues; the number of and the assignments of personnel in our central office; and the size of our annual budget attest to our maturation.

For many years, with the guidance of Dr. Charles Hunt, the "central" headquarters for AATC, the forerunner of AACTE, were maintained at Oneonta, New York. Much of the early administrative work, and even clerical work, was voluntary, but in time a staff was employed. In 1947 a full-time executive secretary was employed. Dr. Warren Lovinger (now president of Central Missouri State College) was our first executive. In 1959 the office was moved to Washington, D.C., and has since been housed in the National Education Association building there.

Some of our leaders felt that by transferring the burden of accreditation of teacher education institutions to NCATE our responsibility in this area would be ended. This is not so. The responsibility for carrying on a systematic program of evaluation of standards and development of new and revised standards is allocated to AACTE in the Constitution of the National Council for Accreditation of Teacher Education (NCATE). To carry out this responsibility, AACTE in 1966 established the Evaluative Criteria Study Committee and employed a full-time associate secretary to work with the Committee. A threefold task was assigned to this Committee: (a) recommend appropriate changes in the present accrediting standards, (b) identify problem areas needing research, and (c) propose a plan for the continuous reappraisal of the revised standards. This Committee has worked diligently for approximately two years, and each of us now has for study a draft of the proposed new standards with a study guide.

However, development of the accrediting standards is but one of our many activities. A comparatively simple way for me to remind you of the recent and current endeavors of the Association would be to list our committees and the assignments of those who work in our Washington office:

Evaluative Criteria Committee

The Continental Classroom

The Special Study Commission and Committee on Research and Studies

The Committee on International Relations

The Committee on Public Relations

The Teacher Education and Religion Project

The Teacher Education and Media Project

The Distinguished Achievement Awards

The State Liaison Representative

(and a special mention of AOTE with its membership in organization).

Conclusion

Your president's address—on this fiftieth anniversary—is a backward look, but only to identify past "springboards" and to indicate present opportunities. It is with much satisfaction that at this point we can state with assurance that The American Association of Colleges for Teacher

Education with its increased membership and its expanded Washington, D.C., staff and office is the recognized professional agency for the continued development and improvement of all instructional, research, and related aspects of teacher education.

The names, functions, and destinies of the institutions of higher education involved in these national organizations have changed with the challenges of the century in which they were "born," in which they have developed, to which they have made their contribution. They will continue to expand and change in terms of the demands of the future. However, the reasons for banding together remain constant: the improvement of the member institutions through cooperative effort, the necessity of having a voice in national considerations of educational policies and programs, and the desire to discuss mutual problems and solutions.

A View from Washington*

HAROLD HOWE II
U.S. Commissioner of Education
Department of Health,
Education, and Welfare
Washington, D.C.

I welcome the opportunity to discuss some particular aspects of teacher preparation—an enterprise that has been your business much longer than it has been the business of the United States Office of Education.

Let me begin by observing that when the Ninetieth Congress enacted the Education Professions Development Act last June, it did more than add one more fragmentary measure to the federal teacher training program it passed earlier. Rather, it enacted legislation calling for a new vision of teaching and learning in America and incorporated in that legislation the freedom to experiment, to create, to redesign, to restructure. In other words, the challenge posed by this new law is not simply to train more teams of teaching paraprofessionals or place more prospective teachers in community work—although these are, of course, desirable in a sense—the challenge is instead to bring the education of those who serve the schools into line with the special needs of the schools in the latter half of the twentieth century.

Over the years, The American Association of Colleges for Teacher Education and its member institutions have worked closely with the United States Office in developing and carrying out such federally supported teacher preparation programs as the NDEA Institutes, the Teacher Corps, and the fellowships for prospective and experienced teachers.

The Education Professions Development Act is moving us toward a still more intimate alliance, for right now each of us needs what the other has to offer.

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* This presentation was a telelecture from Washington, D.C.

The colleges need the wherewithal that the government can provide under this law to probe, to search, to explore, to gather new ideas and test them under adequate conditions. The government, in turn, needs chances to invent a new teaching expertise and a new rule book relative to the many needs of today's schools.

I expect that this close association will continue, not just with individual colleges and universities, but with The American Association of Colleges for Teacher Education. It is made up of diverse institutions—public, private, church-related—and its only vested interest is in improving the quality of teacher education. That is why I want to place particular emphasis on encouraging your continued leadership and urging you to make that education leadership sound.

Your past contributions provide a base from which we can move ahead. We are counting on your strength and experience to help us carry out the assignment that Congress has given us in all its reasonable legislation: the mandate to respond to the distress signals from our inner-city schools and rural poverty settlements, to learn the wisest application of technology in the classrooms, to prepare young people of diverse backgrounds to live together in harmony, to reconcile vocational and liberal education, to motivate the most promising students as well as the least promising.

None of these tasks can be accomplished until we solve the paramount problem: shortage of qualified educational manpower, whether teacher aides or college professors.

In the Education Professions Development Act, the Congress has addressed itself to one overriding purpose: providing more and better people to serve our schools.

By gathering standard training authority under one umbrella, the Education Professions Development Act enables us to focus our attention on the high-priority needs for educational personnel and to develop programs to fit those needs.

As you go over the preliminary guidelines and regulations for the new Act, you will discover that certain national priorities are suggested. You will see, for instance, that we are looking for projects directed toward education of the disadvantaged and that about one-third of the funds will be allocated for this purpose.

I hope that new ideas will be forthcoming for selection techniques for the training of newcomers to teaching and for retraining and remotivating teachers in mid-career. I expect that a great many of the proposals coming across my desk in the future will explore in greater depth ways to prepare administrative personnel, schemes to involve the use of pupils as tutors, and so forth.

The cities confront us with educational problems that require not only a superior combination of skills, but a different approach to the teaching task itself. I hope that we will come up with thousands of teachers and teacher aides who are willing to work in a social setting that may be new to them and who can grow and change as the human situation requires.

I hope, also, that the training of teachers will include some discussions of the role of teacher organizations in taking responsibility for the education of our less fortunate children.

A second priority has to do with trainers of teachers' trainers. One of the most disturbing criticisms from those who now teach is that there was far too little inspiration in the education they received—that many education instructors are far-removed from the realities of the public school classrooms. I hope that we can take advantage of the provisions of the Education Professions Development Act to attract the most qualified and the most prestigious institutions and individuals to the job of preparing teachers. Just getting them will not be enough. We have got to find ways for these instructors to work in partnership with teachers and administrators so that the college preparation program will truly reflect actual classroom experience.

Is there anything wrong with appointing skilled schoolteachers to the faculty of institutions and letting them teach how to teach right in their own classrooms? Does it really matter if they lack a Ph.D.?

The preliminary guidelines provided offer examples of types of projects we are seeking—projects like the following: training teacher aides and other subprofessional personnel; stepping up the preparation of persons for preschool programs for the handicapped and for the gifted; training persons to work under new arrangements (perhaps on a short-term or a part-time basis) or, possibly, supplementary personnel to perform services that are needed but not available in most school systems. For the first time we have available federal assistance of a major kind for in-service and other training for school administrators of all categories.

I will not go into details on the specific features of the Act. Don Davies, who is more knowledgeable about this whole field than anyone else I know, will do that for you.

Since 1961, when he became executive secretary of the National Commission on Teacher Education and Professional Standards, Don has been immersed in programs that closely parallel the purposes of this Act. As most of you are aware, he has been contributing his considerable talent and expertise to the development of this federal program through his membership on the National Advisory Council of Education Professions Development. We are extremely fortunate to have the benefit of his wisdom.

There is one point I do want to emphasize, and that has to do with the extreme flexibility of the guidelines, which permits us to depart radically from past practice. We are, for instance, encouraged to pull together a combination of resources which will bring about a pooling of efforts—consortia among colleges and universities, partnerships among different departments within an institution, and joint arrangements among local and state educational authorities and institutions of higher education.

I do not suppose our preliminary guidelines are free of "bugs." The final guidelines will be issued in March, and in the meantime we in the Office of Education will be very happy to get your ideas and suggestions.

As I said earlier, you people have been in the business of upgrading teacher preparation much longer than we have, and I think we are very fortunate to be able to draw on your knowledge and your experience.

The Education Professions Development Act

Don Davies
Executive Secretary
National Commission on
Teacher Education and
Professional Standards, NEA
Washington, D.C.

Two years ago I stood before a large audience of teacher educators and made a statement which stirred a great reaction—both positive and negative. I said, "Teacher education is the slum of American education. It is a slum because it is characterized by neglect, poverty, isolation, alienation, exploitation, lack of status, and insecurity. Teacher education is in trouble just as slums are in trouble, because not enough influential institutions or agencies or individuals take it seriously or care enough about it to take positive action. The scholars don't; the graduate schools don't; school systems don't; the colleges don't; the state legislatures don't; the teachers organizations don't; the Office of Education doesn't. Our society simply has not yet been willing to devote adequate intellectual and monetary resources to the task of developing high-quality personnel for our schools."

That's what I said then. I believe the analysis was accurate, even if irritating to some of its audience. But today there is a possibility that the slum can be transformed. The opportunity for renewal and reform and rejuvenation is here.

I genuinely believe that the opportunity is at hand to develop strong, relevant, widely accepted teacher education and staff development programs and a strong, competent, confident teaching profession, and thus to make possible a vastly different and vastly better educational system.

The cause for my optimism is the Education Professions Development Act, which was passed by Congress and signed by President Johnson in June 1967. An associate recently accused me of being as naive and unflappable an optimist as Woodrow Wilson. Someone once said that if Wilson had been the captain of the Titanic he would have announced to the passengers, "Don't be alarmed, we've just made a stop for ice."

But my optimism about the EPDA (if you'll forgive me for slipping into alphabetic jargon) is buttressed by solid evidence of the high priority which is given to educational manpower and training by the President, the Congress, the leadership in the Department of Health, Education, and Welfare, and, of course, Commissioner Howe.

The EPDA is designed to assist educators to increase the quantity and quality of educational personnel in schools and colleges—from nursery schools through graduate schools, including adult and vocational education. It pulls together some important existing programs, including the Teacher Corps, NDEA Institutes, and the teacher fellowship programs, and it adds new programs and possibilities.

In many ways the EPDA is a direct response to the urgent pleas that many of you have made in recent years—pleas indicating that the impact of the large new federal programs, such as Title I of the Elementary and Secondary Education Act and Head Start, would be greatly reduced if increased attention were not given to staffing and training problems.

In many ways the EPDA is a direct response to the insistent reminders that many of you have given for years that the teacher is the controlling factor in educational change and improvement, that exciting new curriculum and new approaches to school reorganization and staff utilization would mean very little unless teachers and administrators and other educational personnel were effectively trained and retrained and oriented. Bob Bush summarized this point very simply and powerfully: "If teaching is poor, all else in school reform counts for little."

Since the EPDA is the main chance for making really significant advances in attracting, preparing, and holding talented people in our schools and colleges, it is important that you—the leadership of AACTE—understand the legislation and participate actively in making sure that the opportunities are adequately capitalized upon. AACTE has provided copies of tentative guidelines for various parts of the EPDA along with other information.

I want to talk about eight of the highlights of the legislation and of the Office of Education's plans for its implementation and administration.

First, the Act mandates the appointment by the President of a National Advisory Council on Education Professions Development, which has 15 members who are broadly representative of education professions and the public and who are responsible to the President. The Council was appointed last September. The chairman is Lawrence Haskew of the University of Texas, a former president of AACTE and a distinguished leader in our field for many years.

The Council has met twice and has affirmed its intention to operate independently of the Office of Education and to review and assess all of the activities in the federal government which relate to educational manpower and training. The Council will study and issue reports to the President and the Congress and to the public; it will advise the Secretary of HEW and the Commissioner of Education and his staff. I can assure you that the Council is taking its assignment seriously; they will not be a window-dressing organization. The Council has its own staff. The director, by the way, is Joseph Young, who was assistant dean of the Graduate School of Education at Harvard and who has special interest and expertise in the problems of educational manpower.

The Council intends to be an effective watchdog for the professions and the public, reporting regularly on whether or not the federal agencies are conducting their affairs wisely.

A second highlight of the EPDA is that it calls on the Office of Education to appraise the educational personnel needs of the nation and to report annually on current and long-range trends. The annual appraisal can provide a rational basis for the Office of Education and other federal agencies for establishing priorities for legislation and allocation of federal funds. I suspect that this may be one of the "sleeper" items of greatest long-range significance in the EPDA. The provision is there because we all know how inadequate our present knowledge and understanding is of educational manpower.

The NEA Research Division's supply and demand reports are the best things available, and they are very helpful, but they do not provide a comprehensive and adequate base for long-range planning for education at all levels and educational manpower of all kinds.

The size and complexity of the problem call for data and analyses of far greater sophistication and intensity. We know already that educational manpower makes up 5 percent of the total civilian work force. The 2.8 million professionals in education comprise about two-thirds of all educational workers, but they comprise one-third of all professional and technical manpower in the United States.

Let me cite a few examples of the kinds of trends and developments that I hope will be given the most thoughtful attention as the Office of Education begins appraising the manpower situation in education.

- We know that in 1966-67 about 30 percent of the 3- to 5-year-olds were enrolled in preschool and kindergarten programs. By 1975, it is likely that 50 to 60 percent of the 3- to 5-year-olds will be in these programs. What skills and talents are needed to staff the mushrooming early education programs? How can the needed staffs best be recruited, trained, utilized?

- It seems likely that adult and vocational educational programs will change and increase rapidly in the years just ahead, but how rapidly and in what direction? What will be the staffing needs in these fields? How can these needs best be met?

- We don't know how many aides and auxiliaries there are in the schools. We think the figure may be 100,000. There are some who predict that by 1975 the ratio of aides to teachers will likely be 1.5 to 1 at the preschool level and 0.5 to 1 in grades 1-12. What does this mean for staffing and training needs in the next few years?

Your ideas about the scope and nature and uses of the planned appraisal of manpower needs will be welcome. Russell Wood, who is one of two deputy associate commissioners of the new Bureau, would be happy to talk to you. Russ has done an extraordinary job in planning for EPDA.

A third major feature of the EPDA is that the Act authorizes the Office of Education to conduct a substantial program of recruitment and career information. The purpose is to publicize opportunities in education, to encourage qualified people to enter or re-enter educational work, and to encourage people in other professions or fields to undertake teaching on a temporary or part-time basis. $1.5 million has been requested in the President's budget for these purposes. I am certain that new and very different approaches are needed to carry out this recruitment and promotion effort. I am certain also that your ideas on how this should be done will be welcome.

The fourth significant feature of the EPDA is the Teacher Corps, which was authorized for an additional three years with some changes in the direction of more local influence. In my opinion the Teacher Corps has been and remains one of the most exciting and promising new ideas in education in recent years. The Corps represents a model for teacher education and induction that deserves more careful study and analysis by teacher educators than it has yet received.

The Teacher Corps approach includes these major elements: a brief period of intensive preservice preparation, an extended period (usually two years) of partial responsibility (with close supervision) in the schools, the delegation of the major responsibility for supervision to an experienced, specially trained teacher or team leader, with emphasis on the intern working in the community as well as in the classroom, an interweaving of practical experience as a member of an instructional team and study in both academic and professional college courses, and close collaboration of the school and college in conducting the program.

My point here is that I hope that teacher educators, school people, and the Office of Education will study and learn from the Teacher Corps and that its most effective features will become a part of the regular ways in which teachers are recruited and prepared and inducted. The budget request for the Teacher Corps for the fiscal year starting in July 1968 is $31 million. Dick Graham is providing outstanding leadership as director of the Corps, and I am certain he will welcome your thoughtful reactions and suggestions.

A fifth highlight of the EPDA is the program of state grants to (a) recruit and train persons in the community who have been otherwise engaged and (b) recruit and train teacher aides. Up to one-third of the funds can be used by the state for teacher aides.

The states wishing to participate in this program are required to submit to the Office of Education for review a state plan following the guidelines. The intent of Congress was to encourage the states, through local school districts, to test new approaches to meeting teacher shortages and to tap the human resources available in the community to enrich the educational program in the schools.

I hope each of you will assume some leadership in your own state to encourage the imaginative and effective utilization of the state grant funds. $15 million is requested in the President's budget for this program.

The sixth highlight of the EPDA—and by far the largest program—is training for elementary and secondary school personnel, including preschool, adult, and vocational education. These training programs are authorized in Parts C and D of the Act. The Act provides for the continuation of the present institutes and prospective and experienced teacher fellowships, but it also opens up almost limitless new possibilities for training programs. School districts and state departments of education are now eligible for grants, as well as colleges and universities. The program can be for personnel in any field (except religion) and at any school level, including administrators, teacher trainers, the trainers of teacher trainers (such as in the Triple T Project), teacher aides and other nonprofessional personnel, and specialists of all kinds. The projects can be preservice, in-service, or a combination of the two. They can be short-term, full-time, or part-time.

I call your attention with special urgency to the preliminary draft of the "Guidelines for Educational Personnel Development Grants." I hope you will review these very carefully and give the Office of Education your reactions and suggestions. These guidelines contain some significant departures from past practice, several of which the Commissioner referred to. I would like to identify a few of these points which I think are of special significance.

• Heavy emphasis is given to cooperation and collaboration in both planning and conducting training programs among school districts, state departments of education, and colleges and universities. Many of us have done a lot of talking about the importance of collaboration between people in the liberal arts fields and educationists and between schools and colleges. Most of us believe that such collaboration will produce stronger, more relevant programs. The EPDA now provides an opportunity to prove that such collaboration is both possible and productive.

• Emphasis is given to providing grants for three different but sequential stages of projects: planning, pilot, and operational. This is to encourage rational and thoughtful planning and field testing or small-scale tryout of innovative ideas prior to their widespread application. The idea of funding by sequential stages or cycles is one of the many contributions to EPDA planning made by the Planning Coordination

Committee. The Committee was established by the Commissioner and chaired by Dwight Allen, who is now at the University of Massachusetts.

• Still another departure in the EPDA project guidelines, as proposed, is the setting aside of a small percentage of the funds available for special ideas which don't fit the guidelines or the deadlines. These may be in the form of a letter rather than an elaborate proposal. This approach is designed to encourage seemingly way-out ideas, nonconformist ideas and programs.

• A similar departure is seen in the "special planning grants," generally below $10,000, to assist schools and colleges that in the past have been excluded from participation in federal programs because they lacked the resources for developing high-quality proposals. This new idea may help some schools and colleges compensate for the superior grantsmanship skills in other districts and institutions.

• Also of great importance is the emphasis in the guidelines on independent evaluation. All applicants will be expected to make provision for an annual independent evaluation of their project by an institution, organization, or agency that has no direct interest in it.

The applying institution itself will make the provision for an outside evaluation. It should be clear that the Office of Education does not plan to conduct the appraisal. The independent evaluation will be of special importance in deciding whether to put into widespread operation an idea which has been tested in the pilot stage. We need to find ways to learn from our failures as well as from our successes. The independent evaluation scheme may help.

• The guidelines attempt to deal with yet another problem that all of you have been concerned about: inadequate dissemination of information. To begin to attack this problem, the EPDA grants should include provision for widespread communication of facts. It is particularly important at the pilot stage that other agencies and institutions be able to learn from and capitalize on the successes and failures of the pilot effort. Money for dissemination should be included in the proposal budget.

• I note with great enthusiasm that these guidelines encourage projects which are based on a combination of resources—local, state, and federal: schools, colleges, state agencies, the Office of Education. I am particularly happy about the possibility of funding from more than one section of the EPDA, more than one title, more than one act. There are almost unlimited possible combinations among the sections of the EPDA itself and between the EPDA and Title I and III of the Elementary and Secondary Act and the various institute and fellowship programs conducted by the Bureau of Higher Education.

• Finally, the guidelines are clearly based on the notion of concentration (rather than widespread scattering) of resources in order that federal and other funds can have substantial impact on the high-priority needs that are identified nationally (such as education of the disadvantaged or the preparation of personnel for early childhood education programs).

I hope the foregoing is sufficient to whet your appetite to dig into these guidelines thoughtfully and extensively. The funding request for fiscal 1969 for the training portion of the EPDA covered by these guidelines is $97 million.

I am certain that the Office of Education will welcome your suggestions and reactions. Donald Bigelow has been providing imaginative and vigorous leadership as head of the Division of Educational Personnel Training in the USOE Bureau of Elementary and Secondary Education. He has now moved to head the Division of Program Administration in the new Bureau.

The seventh highlight of the EPDA is the training program for higher education personnel. This program, which will be administered by the Bureau of Higher Education, will provide both for fellowships and short-term and regular-session institutes in non-Ph.D. programs, for persons serving or interested in serving as college or university teachers or administrators. It was clearly the intent of Congress to give special emphasis to the preparation of teachers and administrators for junior and community colleges. The budget request for fiscal 1969 is $15 million. I am certain that your comments and suggestions will be welcomed.

The eighth and final highlight of the EPDA I want to mention here is the fact that the legislation sparked the creation of a new Bureau of Educational Personnel Development in the Office of Education which will have either direct administrative or coordinative responsibilities for most or all of the USOE programs in educational manpower and training. The new Bureau is tangible evidence of the new status and high priority being assigned to educational personnel development by the federal government. It provides the field—individuals, institutions, and organizations—with a single, central point of connection with the Office of Education on matters relating to manpower and training. This is a big step ahead for those of us who are interested in this field.

I hope it is obvious that I have high hopes for the Education Professions Development Act. The information I have given you is only slightly laced with editorial opinion. Before I close I want to give you two or three personal views and reactions.

1. I hope that all of us have the courage and wisdom to utilize the new resources available to make possible pervasive and profound changes in the nature and quality of our educational enterprise. The EPDA can make an important contribution to the following kinds of objectives:

- Developing genuinely individualized education programs for students at all levels—programs which allow an individual to deal from his own strengths, to proceed at his own pace, to be responsible for his own learning.

- Developing much more flexible ways of organizing and utilizing talents of educational staffs. This means the abandonment of the unworkable concept of omnicapable and omnivirtuous teachers in self-contained classrooms in self-contained schools. I am talking about the differentiated staffing idea which TEPS has been demonstrating during the Year of the Non-Conference.

- Developing educational programs which produce competent and confident human beings who have a feeling for the relationship between ideas and knowledge and human problems and who value rather than deride reason as an important guide to human conduct.
- Developing educational programs and personnel who are committed to the idea that poor children and children who are Negro, Mexican, Indian, or Puerto Rican *can* learn and that the school has the responsibility to see that these children do succeed despite all the handicaps and limitations which might be used as excuses for their failure.
- Developing higher education programs and personnel who demonstrate the value and joys of intellectual pursuits rather than "playing the academic game," which is the ultimate of anti-intellectualism.
- Breaking down the barriers between schools and communities and between colleges and communities in order to enrich the understanding and the life of both the educational institution and the community.

If the EPDA is going to contribute to such objectives, the educational community will need to confront its failures and drop the "party line" that there is nothing wrong with American education that a little money can't cure. We need to recognize our failures; otherwise there is little reason and no hope for change.

2. I hope that the EPDA can be a vehicle for welding together the educationists and academicians in the colleges and the teachers and administrators in the schools. I prize such welding, not because I exalt togetherness but because I think that a mix of individuals in disciplines and in schools of education and in the schools is a better mix for educational purposes than one which lacks any one of these ingredients.

3. I hope that you, the teacher educators, will respond with enthusiasm, imagination, and drive to the new opportunities made possible by the EPDA. I hope that you will prepare yourselves for the long, hard task of significant improvement in educational personnel, not just for the short-run novelty effort.

I hope that teacher educators will respond with optimism and a sense that they can make a difference, because there is nothing more immobilizing than cynicism or the feeling of professional helplessness.

Preparation of Teachers for the Central City

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IMPERATIVE ISSUES IN URBAN EDUCATION

Donald H. Smith

The great American dream of free public education for all children to the upper limits of their potential has never been realized. And for the disadvantaged minorities—Negroes, Mexicans, Puerto Ricans, Amerindians, and poor Southern whites—American public education has been pitifully ineffectual. Judged by almost any critical factor—number of dropouts, level of achievement, number of college entrants, type and duration of employment, and lifestyle—the schools have failed the dispossessed minority pupils.

Two recent works, *Our Children Are Dying* by Nat Hentoff and *Death at an Early Age* by Jonathan Kozol, attest to the shocking and inhumane waste of Negro pupils in the New York and Boston public schools, respectively. The picture in Chicago, Los Angeles, and our other large cities is no less bleak. So distressing is the plight of poor kids in our schools that Edgar Friedenberg was compelled to write for the *Saturday Review* an article entitled "Requiem for the Urban School." Friedenberg concludes that—

> Improvement in the urban schools will come when—and only when—the residents whose children attend those schools demand and get enough political power either to destroy and replace the present school bureaucracy or to impress upon it that they can no longer be patronized.[1]

The schools have failed, as have their agents, the teachers, and those who have trained the teachers. Only if we can recognize the magnitude of our failure and its price—hungry, angry, bitter citizens whose lowly state threatens the security of all—can we begin to reverse the tide.

Too often so-called experts on the disadvantaged child—and *disadvantaged* means Negro to most of them—place the burden of education on the shoulders of the children and their parents. Since it is well known that most disadvantaged children come from homes that are economically and educationally deprived, it is presumed that, however dedicated and talented the teacher may be, the cause is hopeless—witness *Up the Down Staircase*. Only a super god, a Phi Beta Kappa—perhaps "Sir Poitier"—can teach the unteachable. Such mushy thinking has gotten us in the fix we're in now: the collapse of the urban school.

I reject the thesis that the fault lies within the ghetto; and neither does it lie with the stars. *The fault lies within the larger society that fails to acknowledge the existence of black people and subsequently trains teachers and constructs curriculums and materials for a presumably monolithic white middle class society*. Teachers have failed because, for the most part, they don't know anything about, care little about, and have not been trained to teach their black and brown pupils.

These children are no longer only a part of, but in fact make up, the majority of the urban school population. Negro pupils are in the majority in 12 of our largest cities and constitute more than 40 percent of the population in at least five other large cities. Add to this total the Mexicans and the Puerto Ricans, and the revelation is that the white child is the urban minority. The new teacher training curriculums are going to have to face up squarely to this hard racial fact and to other hard facts if we are to save the one institution that has within it the potential to save our nation.

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[1] Friedenberg, Edgar. "Requiem for the Urban School." *Saturday Review;* November 18, 1967.

These are critical times, times when men young and old, liberal and conservative, black and white, must talk and must listen. Let us consider together five imperative issues in urban education. Certainly these are not the only significant issues, but I make no effort to touch all bases.

Imperative Number One is the need to change the attitudes and expectations of teachers of disadvantaged youth. A number of years ago, when I was a guidance counselor in an inner-city high school, I suggested to the valedictorian that he apply to Harvard. Inner-city admissions to the Ivy League are few; male valedictorians at inner-city high schools are also few. Yet even though he had achieved the distinction of leading his class in scholarship, this Negro youngster could not conceive of applying to Harvard. The idea was even more implausible to the white scholarship counselor at the high school, who did everything to discourage the boy. True, he was a brilliant student in math and science, but surely his college board scores in the language arts were too low for him to consider a first-rate university.

The combination of the student's poor self-image and its reinforcement by his white counselor was difficult to overcome but, after much persistence and pressure, I finally succeeded in getting our valedictorian to apply. The April rejection slip he received seemed to indicate that he and the scholarship counselor were right. But on the day the rejection notice came, I received a call from Harvard's Director of Admissions. He had detected something about my letter of recommendation that indicated my understanding of this boy. The Harvard official went on to explain that in spite of his low language scores and in spite of this year's rejection, he was the kind of boy that Harvard wanted. Would he consider enrolling in an Eastern prep school for a year? Perhaps a scholarship could be arranged. If not, Harvard would be his anonymous benefactor. This young man did attend that prep school for a year and he graduated from Harvard last June. Last summer he worked as a teacher of hard-core dropouts, and now he is back at Harvard—in law school.

I have talked to teachers and children in Harlem, in Watts, in Alabama, Georgia, Mississippi, and in many other parts of the nation, and, while I have found some superior teaching in almost every school I've visited, I have generally been appalled by the pervasive discouragement and low levels of expectation which are held by most teachers for poor children, particularly black ones.

A few decades ago a brilliant young boy attended an East Lansing, Michigan, high school—the only Negro in his class. In his autobiography he wrote about his English teacher who would daily give words of encouragement to the class, urging them to go on to college, to make something of themselves. One day the boy confided to his teacher that he, too, had been inspired and that he hoped some day to become a lawyer. The boy was crushed when his teacher advised him to forget law and become a plumber or carpenter. Circumstances determined that this boy would not finish high school and, hence, enter any profession. But one can only wonder what contribution he might have made to all Americans had Malcolm "X" been encouraged to realize his dreams. Perhaps he might have lived to be appointed to the Supreme Court.

Of great irony was the teacher's advice that the student become a plumber or a carpenter, since in reality it is easier for a Negro lad to get into law school than in plumbers' or carpenters' unions.

It is a moot point whether teachers and counselors discourage black children because of bigotry or out of some misguided paternalism, which is, itself, a form of racism. But as long as school personnel continue to have dual punishment and reward systems and dual levels of expectation, they will continue to maim poor children psychologically and deprive them of their opportunity to enter and flourish in the mainstream of a land of plenty.

Unfortunately, it is not only in the area of college and vocational guidance that teacher attitudes and expectations hurt children, but also right within the instructional setting that the behavior of teachers can mediate the achievement of pupils. Worthy of our consideration is the very important research of Robert Rosenthal and Lenore Jacobson which clearly indicates the critical relationship between teacher expectations and pupil achievement.[2] Rosenthal and Jacobson found that experimenters working with rats which they had been led to believe were dull had little success in teaching them, but those experimenters who worked with rats which were allegedly bright had significant success. Rosenthal and Jacobson concluded that—

> Regardless of whether the rat's task was to learn a maze or the appropriate responses in a Skinner box, the results were the same. Rats who were believed by their experimenters to be brighter showed learning which was significantly superior to the learning by rats who experimenters believed to be dull.

But rats are not children, so Rosenthal and Jacobson moved their experiment into a school of the South San Francisco Unified School District. They administered to all of the children of the Oak School a test which they called the "Harvard Test of Inflected Acquisition," actually a standardized intelligence test, generally nonverbal—the Flanagan Tests of General Ability.

Based not upon test results, but upon a random selection, 20 percent of the children in each classroom were "identified" to their teachers as pupils whose test results indicated they were intellectual bloomers who would undergo significant learning spurts during that year. Once again the Mertonian self-fulfilling prophecy was confirmed: Children designated as spurters did show greater intellectual gains than children not so designated. This was true of children of high intellectual ability as well as children of lower ability. Because their teachers had been conned into believing that some children were going to bloom, their own behavior toward and perceptions of those children served as mediating factors that helped to make the learning spurts possible.

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[2] Rosenthal, Robert, and Jacobson, Lenore. "Self-Fulfilling Prophecies in the Classroom: Teachers' Expectations as Unintended Determinants of Pupils' Intellectual Competence." A paper presented at the American Psychological Association meeting, Washington, D.C., September 1967.

If we are going to begin to put an end to the human waste in our schools, then imperative number one is to change teachers' perceptions of and consequent behavior toward pupils they have formerly believed are racially and intellectually inferior. And this imperative leads to imperative number two.

Imperative Number Two is the need for drastic changes in the training of teachers. Teachers are frightened and frustrated as they attempt each day to confront what is for most of them the urban ordeal. My own experience as a new teacher was common to many teachers. The educational training that I had received as an undergraduate, and even later as a graduate student, was in no way related to the problems I encountered in the schools and to the needs of my pupils. For the most part—and surely there are a few notable exceptions—teacher training for urban schools has been and is irrelevant. Except for rare instances, it has not begun to address itself to the kinds of information and experiences young people need to develop appropriate attitudes to teach successfully in the ghetto.

No engineering school in the country would attempt to teach its students to build bridges without first attempting to teach what a bridge is and how bridges can differ in structure and purpose. Further, the would-be bridge builder would have to know something about soil dynamics and the nature of the neighborhood to determine whether or not or how his structure could be supported at the desired location. No medical school would attempt to teach surgery or dermatology without first teaching the anatomy of the whole body and the functions of various organs.

Yet schools of education send their products into Spanish Harlem or Lawndale or Watts with no knowledge of the nature of the children, no knowledge of the neighborhood and the community residents, and no appreciation for the culture of these communities. It is amazing that any worthwhile teaching occurs. When it does, it is as a result of on-the-job training come by through rat-in-the-maze or hit-and-miss procedures. Schools of education must cease attempting to prepare teachers for a monolithic white school which does not exist in the heart of the inner city, if it exists anywhere.

The proper study for inner-city teachers is the inner city. To teach Negro, Mexican, Puerto Rican, Amerindian, and poor Southern white children, a teacher, herself, will have to be taught the history and culture of Negroes, the Spanish-speaking, American Indians, and Southern white migrant children. Teachers must be taught the anthro-socio-psychological factors related to poverty, racism, and oppression. And they will need to know the idiom of the black ghettos and the Southern Mountains and the Spanish of El Barrio. Further, teachers in training should be exposed early in their undergraduate years to a variety of experiences which will help them to understand the lifestyle and coping mechanisms imposed by social and economic exclusion.

Hopefully, through early contacts with children of poverty and through formal study of their history and culture, teacher cadets will not only learn about the needs of the children and their communities, but also will gain insights into themselves and their stereotypes and biases and into how their behavior affects the lives of children entrusted to them.

Just how we convince colleges and universities to reorder their teacher training curriculums and practices is difficult to know. Even if a significant number of the great teacher-producing institutions were to decide tomorrow to bring their training programs into consonance with pressing urban needs, they would be hard-put, indeed, to get their faculties to step to a new drummer or to acquire faculty with the new visions. Perhaps it is just this type of dilemma which has induced the U.S. Office of Education to initiate the Triple T Project (Training the Teachers of Teachers).

At the Center for Inner-City Studies we don't pretend that we have all the religion, but we are attempting, on the graduate level, to provide the kind of urban immersion that I am advocating. A few of our recent graduates have already been hired by the Teacher Corps and universities to give some direction. Imperative number two urges radical change in the training of teachers and other school personnel to satisfy both the needs of the children and of the teachers, themselves.

The Third Imperative is the need for curriculum change within the schools. Many researchers have documented the psychic damage which racism has done to young Negro children. Exposed to a society which postulates and which reinforces an image of inferiority through the mass media and through the assignment of a second-class lifestyle to black people, little children of color and older ones doubt themselves and frequently reject themselves and others like them. School curriculums will have to be restructured to be responsive to the affective as well as the cognitive needs of disadvantaged pupils. Curriculum is defined here as any experiences which help children to learn and which help pupils to develop qualities of self-actualization.

Courses will have to be integrated into public school curricula which will reorder reality for black children and, for that matter, white children, too. Black and Spanish-speaking children must be taught their heritage, and they must be encouraged to take pride in that heritage. I will leave to the historians whether, for example, Afro-American history ought to be taught separately or as part of the general American history, from which it is presently absent. My concern is that all children be informed that the miraculous achievements of Dr. Christiaan Barnard were, in some measure, made possible by the work of a black man, Dr. Daniel Hale Williams, who in 1893 performed the first successful heart surgery in America. A single achievement, however great, is not so significant when it is put into the context of the history of civilization, which has witnessed many great achievements. But what is significant, however, is that black people have made countless contributions to mankind, which have been deliberately omitted from world and American history courses. If black people really knew the truth about themselves and their accomplishments, they would soon discontinue the self-abnegation which has characterized the black experience in America.

But black and other exploited poor need more than a knowledge of their history. Self-acceptance and racial pride are important to affective development. But what of cognitions? Black people will need specific weapons to fight back against oppression and exploitation. They need economics and they need politics. Who controls the ghetto? Why are rents disproportionately higher in the black belt? Why are food prices higher and meat inferior at white-owned black stores than at white-owned white stores? Why do drugstores in the ghetto charge more, sometimes 100 percent more, for medicines? And what about auto dealers? Why do the poor pay more? Why do the black poor pay the most? How can poor people develop and marshal economic and political forces to control their own destinies? These and others are the burning questions for which curriculum and instruction must provide some answers.

For example, mathematics can be taught in terms of budgets, interest rates, insurance payments, and the like. The sciences can be taught with respect to the ghetto's needs: the biology of reproduction, the chemistry of foods and medicines, and so on.

Language arts and social studies should also serve the community's culture and its needs. In this regard James Baldwin, Martin Luther King, and Malcolm "X" are more important than Shakespeare and Melville. Charles Drew, the discoverer of blood plasma, is more important to black people than Enrico Fermi. And the biography of Frederick Douglass is more significant than the biography of George Washington. I am not suggesting that a Shelley sonnet should never find its way into the black school or that the discoveries of Steinmetz and Edison are not important for all science students, but I am clearly and strongly advocating that the genuine accomplishments of distinguished black men are of greater importance to the intellectual development of black children.

Schools must stop preparing Afro-Americans for menial jobs and minor roles in the social order. The task of curriculum and instruction in the black community is to prepare black pupils to celebrate themselves and to help them discover the wherewithal and the methodology to begin to enjoy the fruits of an affluent nation, heretofore available only to whites and a few hand-picked blacks.

Imperative Number Four is the need to change controls in the urban schools. The subject of control has become a topic of concern in many quarters. For instance, the Coleman Report on *Equality of Educational Opportunity* talks about a sense of control as one of the important variables that determine Negro achievement.[3] The Coleman Report postulates that a Negro pupil's sense of control is heightened as the proportion of white pupils in his environment is increased. Increasing the control factor, Coleman and associates contend, increases achievement. Yet, the same Coleman Report also claims that while achievement increases in the integrated school, the self-concept of Negro pupils is diminished.*

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[3] Coleman, James S. *Equality of Educational Opportunity.* Washington, D.C.: Government Printing Office, 1966.

Other voices than Coleman's are speaking of control—*actual* rather than *sensed*. Black people all over America are demanding that they be self-determining by controlling all factors in the ghetto: the economy, the politics, the schools—everything.

Returning to the Coleman Report, I am not surprised that young black children feel a sense of diminished self-esteem in integrated schools. Picture yourself being bussed across town to a white school. Obviously your school isn't good enough for you to learn there or for white children to come and join you. So for your own good you are herded off on buses to the good school. Once there you may have to wade through jeering pickets to reach the building. And you may encounter hostile teachers—some overtly, some subtly so. Most white students will ignore you; a few well-meaning ones will patronize you. Under such circumstances I find highly questionable Professor Coleman's assertion that black pupils do, indeed, achieve more because of a newly acquired sense of control. I assert that a more logical explanation for increased achievement is a combination of the following:

1. The schools to which the black pupils are bussed are middle class white schools where there is considerable academic press. White middle class parents demand that teachers teach. They accept no nonsense about missing library books and cognitive deficits.

2. Faculties in these schools are stable. They are permanent rather than substitutes. Children in such schools expect and have continuity. They have the same teachers every day, unlike children in the ghetto who may have as many as 10 or more teachers in a single term.

3. Negro pupils learn because of the above factors and because the teachers expect their pupils to learn and teach accordingly. I cannot understand how Negroes could feel a greater sense of control when, as Professor Coleman reveals, their self-esteem is lessened in the white school.

Because the control factor is alleged to be critical (and I believe that it is), let us look at the matter of control in terms of the ghetto school. It is hardly conceivable that any but a few children would feel a sense of control in a black school where the principal, the assistant principal, the counselors, the school engineer, even the window washers are white. It is virtually impossible for black pupils or black teachers to feel a sense of potency when the school system from the top right down to the boiler room is administered, supervised, and manipulated by white people. This pattern of white dominance of black welfare and black interests is omnipresent and pervasive in all areas of the black existence.

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* *Ibid.* p. 323.

Of special interest is the finding of the report, *Racial Isolation in the Public Schools,* that no known compensatory education program has been successful in increasing the achievement of Negro pupils.[5] Assess that finding against the fact that at a recent national meeting of all the State ESEA Title I directors, there was not a single Negro in the group. Further, at a recent meeting held in Washington of NDEA and Experienced Teacher Fellowship Program directors there were not more than 25 Negros among the 600 present. It is little wonder that compensatory programs designed and administered by white people and conducted in black schools run by white people have yielded few positive results for black children.

Carrying the analysis a step further, one is hard-pressed to find black and brown decision makers in the U.S. Office of Education, which commissions, approves, and dispenses funds for these programs.

I am sure there are hundreds of reasons why white people are in complete control of the education of 22 or more million blacks. These reasons range from arguments of longevity, color-blindness, professional territoriality, and "Divine Right of Kings," to the simple statement: "We've got you outnumbered." It would be futile for me to enumerate and attempt to answer all of these arguments. I simply submit that there are a few super ordinate and more compelling reasons why substantial changes must be made in this self-defeating structure.

First, the urban schools are in a shambles as black students struggle and fight to live. They are being cheated and they know it, but they have no sense of control and no socially approved means of self-determination. Therefore, some of them find other sources of potency, other ways to confront a dehumanizing, oppressive system: hurling bottled fire, smashing windows, stealing cars, looting. I would prefer, and I think you would prefer, that these angry, abused young people find their power and self-esteem by flexing their muscles and developing their manhood in the determination and direction of their own destinies. Through their own black symbols of authority—real ones, not white-appointed Uncle Toms—they will have available more positive channels for self-actualization.

Second, white people have already demonstrated their inadequacy or their unwillingness to provide quality education for black people. Joseph Alsop has written that if the worst racist in America set out to design a structure which would keep the Negro enchained, he could do no better than to use the present public educational system.[6]

Third, as evidenced by the two-year controversy at IS 201, black people are becoming determined that they will run their own schools, and they are determined that teachers and administrators will be held accountable to black communities. As black communities stiffen, fewer and fewer white people will be permitted to have authoritative positions in those communities. Therefore, it is my contention that the survival of the urban schools is dependent upon the willingness of the educational establishment to change the control factors in all aspects of urban education, from the U.S. Office of Education right down to the preschools. Enlightened self-interest would seem to dictate this.

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[5] U.S. Commission on Civil Rights. *Racial Isolation in the Public Schools.* Washington, D.C.: U.S. Government Printing Office, 1967. Chap. IV.

[6] Alsop, Joseph. "No More Nonsense About Ghetto Education." *The New Republic;* July 22, 1967.

The Fifth Imperative and the last is the necessity of upgrading black schools. Even if integration were a desirable goal, though a growing number of black people believe it is not, its achievement does not seem likely in the immediate future. The masses of black children cannot wait until the millennium for their equal educational opportunities. We must, therefore, facilitate quality education in the black school.

If the teachers who work in the black school, the children who attend it, and the community in which it is located perceive it as an inferior school, then it is, in fact, an inferior school. We must change the black school's ethos. This can be done by staffing it with teachers who have been trained to understand and respect black and brown people; by administering it with black and brown people who are accountable to the pupils and their community; and by reordering curriculum and instruction to meet the real, not imaginary, needs of the pupils. Finally, although I have not listed adequate financing as an imperative, it nonetheless, is. However, I have limited my discussion to those factors which do not involve substantial additional expenditures, but which call instead for changes in attitudes, assumptions, and structures. Unquestionably, the demands that Negroes are placing upon society for changes in all institutions, particularly the schools, are in the interests of all Americans.

If, somehow, we can sense the urgency of abandoning a public school that never worked; if we can change curriculum and materials so radically that all children can identify with the curriculum because it is relevant to their needs; if we can train teachers to understand and love most of their children, irrespective of race or class; if we can change the symbols of control, then perhaps there is some hope for the American school. If we cannot bring about these changes which beg to be made, there is little hope for the schools or for the nation.

REACTION

Harry Rivlin

Judging by the reactions I perceived in the audience during Mr. Smith's speech, I'd say we just heard a clear, effective, and forceful explanation of a major problem in American education. I think the real reaction, however, shouldn't be given now by anybody in the audience. Our reaction will be indicated by what we do when we go back to our institutions and set about doing something. The major question isn't whether we now realize what a problem we have; the real question is what we are going to do about it.

Don Davies in his talk indicated some of the things that can be done. He also indicated a major weakness in education today: There is so much status attached to getting a grant that we don't realize how much can be done without a grant. There is no reason for limiting our efforts to those projects which require support by a foundation or by a more generous Uncle than we used to have. We should think in terms of what has to be done. A fellow who has a toothache and goes to a dentist is not interested in having the dentist explain why it is only natural that he have a toothache. The toothache sufferer doesn't care whether heredity, the shape of his jaw, or the polluted atmosphere is responsible. What he wants is not an explanation; he wants relief. The real question here, as elsewhere, is "What can be done?"

In discussing needs, Mr. Smith indicated the inadequacy of most of our approaches to date. Teacher education is not a vaccination. It is not an immunization against future prejudice or future incompetence, and, as long as we confine our thinking on teacher education to something we give people before they start teaching, we are bound to be inadequate. We have to work with those in the schools, because it is only through teaching that you learn to teach. We hope this can be done with fewer trials for the children and fewer errors by the teacher. Teacher education has to move into the schools, and we have to realize, too, that merely preparing more teachers is not enough.

New York City each year appoints more new teachers than there are in the entire school systems of San Francisco and Buffalo put together. Merely pouring in more teachers is no solution. You must take the teachers you have and help them find teaching a rewarding and satisfying job. Mr. Smith has indicated what has to be done. I think our job is to try to do it.

KENNETH R. WILLIAMS

I, too, noticed how carefully the audience seemed to have been listening to what Mr. Smith said. There is little if anything that he said with which I will disagree. He has placed his finger on some of the most pressing problems in urban education, and he has shown that he understands these problems.

Mr. Smith's paper represents an indictment of the American public school system and of a number of people who have taught or are teaching in the public schools. I suspect that what he said about the public schools and the public school teachers will not upset enough of us, because in our present positions we feel a little too far removed from those problems. The conditions he described, however, do represent a very serious threat to our public schools and to the nation in general. I trust that we will not overlook the criticisms in this paper of those of us who train the teachers for the nation's public schools, and here everyone is affected.

The opening sentence in Mr. Smith's paper established a general theme: "The great American dream of free public education for all children to the upper limits of their potential has never been realized."

There are few, if any, places in our beloved country about which it can be said truthfully that an honest attempt has been made to turn this dream into reality. We are only now beginning to realize that some of the most persistent killers of this dream have been the people that have controlled the schools in our urban communities.

Mr. Smith's analysis of the reasons why children in urban communities have difficulties in schools is fine as far as it goes. There are, however, other basic reasons that should be mentioned. I will mention only a few.

It is fine to establish as a goal the changing of attitudes of teachers toward children in deprived areas, and, certainly, I want to say nothing to discourage that. Teachers of deprived children must have proper attitudes and act in such a way so as to ensure that all children give each day everything they can, the best that they can.

It must be recognized, however, that the whole climate in America must be changed before the student who is fortunate enough to have a teacher with the proper attitude will be able to appreciate fully and understand the efforts of that teacher. The child, after all, is away from school more than he is in school. Many students, if not most, in deprived areas and second-rate and lower class schools are frustrated, bitter, if not angry, and discouraged. It has dawned upon them that the prevailing attitude is that there simply is no place for them to go in the gloomy days ahead. These students understand—although many of them have trouble articulating their thoughts—the process of dehumanization which had kept their parents' backs to the wall for so many years.

Mr. Smith noted that teachers have discouraged many of their students, have made them believe that their place in society must always be as hewers of wood and drawers of water. Teachers have told them in many ways that America's cultural and intellectual achievements were not to be shared by them. And after they have left school, they are told the same things in a thousand unexpected ways each day.

Teachers with proper attitudes and high expectations can do nothing but become frustrated, bitter, and disillusioned and ultimately return to their former hatreds and prejudices unless the total American community joins in their efforts.

Institutions of higher learning, like some of the other institutions in our society, are by tradition conservative in matters of this sort. There is no justification for our institutions of higher education continuing in the conservative role. Businessmen in our country consider the problem so serious that the most farsighted of them are taking steps designed to ease the tension. No doubt you are aware that a group of businessmen prevailed upon Secretary of Health, Education, and Welfare John W. Gardner to leave his Cabinet post to direct them in their efforts to improve conditions.

The time has come, Mr. Smith has assured us, when America must make drastic changes. Not only must we make changes in the training of teachers, but we must also make changes in the use that we make of teachers after they have been trained. No other profession would think of doing some of the things that we have done. What would you think of a hospital that would permit a young doctor right out of medical school to perform a heart transplant? Where is the hospital that assigns to its interns the most serious cases of illness that it has? Yet, this is what we have done in principle in our schools for generations.

Does this suggest that we do not think that the training of the mind to meet the needs of the existing society is important? Not really. It suggests that we have accepted as a fact that the training of the minds of children in certain areas of our communities is not important. America has simply written these children off. The attitude seldom expressed, but widely practiced, is that the country can go on quite well without them as they are now or as they might be.

I know from a lifetime of observation and experience that children who need the greatest help in school often have the poorest teachers. These children are saddled with the young and the inexperienced who, for various reasons, are unable to meet the high standards maintained in the best schools. All too frequently these children have as teachers well-meaning individuals who have no special skills or knowledge, but who receive a degree of personal satisfaction out of working with the poor and underprivileged. People who fall in this category are pathetic generally. It does not seem to them that the spreading of their personal ignorance, even with the best of intentions, may in itself be a crime. Worse even than that is the fact that they invariably combine their ignorance with a form of eighteenth century paternalism which defeats them before they start.

The young people in and from our ghettos are saying things of great significance to all of us. The intensity of their feeling and the emotional reactions that result from their strong convictions lead them unquestionably to perform acts that can only be described as rude, crude, and self-defeating. And, yet, it is sheer folly to dismiss these young people as a group of undisciplined, lawless hoodlums. To do so would be as misleading as it would have been had a British newspaper describing the Boston Tea Party reported that a small group of "nuts" dressed as Indians swarmed on a British ship and dumped the cargo of tea into the Boston Harbor. The dumping of the tea, as everyone knows, was a symbolic act of protest against an engrained wrong.

Mr. Smith has given us irrefutable reasons why the imperative issues in urban education must be resolved, and quickly. There must be curriculum changes in the schools; the schools must be changed so that what goes on there has meaning for the students; the schools must join with other forces in the community to assure the students that there are ways out of the hopeless situation in which they find themselves. Perhaps more important than all of this is that we cannot survive if the attitude continues which has held that the schools in the urban areas should be little more than agencies for continued oppression.

Too much emphasis may be placed on the belief that the children from the urban communities have not learned their lessons. Those who live in ghettos have learned their lessons. The fact may be that they have learned them so well that nothing short of full participation in American society will satisfy them in the future.

It is too often overlooked that the real cause of the problems in America is that America has in it today the very first generation of underprivileged Negro citizens who believe fully that the goals of democracy are attainable for them. What are these youngsters saying? I talk to them each day. I live with them. I work with them. They are part of my life. I hope that I am a part of theirs, and I think that I am beginning to understand what they are saying. What they are saying simply seems to be this: "We believe what we have been taught in history—that all men are created equal—but we do not believe that some men are more equal than other men." Equal opportunities must be provided in our schools, and immediately.

The Preparation and Development of Teachers

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AN OVERVIEW OF THE DIVISION OF EDUCATIONAL PERSONNEL TRAINING PROGRAMS FOR TEACHERS OF TEACHERS

DONALD N. BIGELOW

Our business in Washington is the management of money. Your business is the management of teachers and students. Our problem is how to mesh the talents of each. Presumably you want to do a better job of teaching teachers and teaching students and we want to distribute the money fairly and squarely.

In the years from 1958 to 1968 I think we have gotten over the hurdle of "federal control." I don't really believe, except in certain states like Nebraska, that people are still talking about federal control in education. There may be some justification for talking about federal mismanagement of money, if they talk about it at all. This is a very serious problem, for funds are limited, although you might not have been led to believe that heretofore. I know of no more serious problem than how to use the moneys to reach some critical mass, some central core, something that is meaningful in American education. However, I am very happy to know that there are many others attending this annual meeting who are concerned with just this problem. I could refer to the Triple T Project or those of other universities represented here. All, it seems to me, have been brought together today to talk about our management of money with respect to some critical mass and any changes which seem indicated.

There are two kinds of change: that which occurs whether we do anything or not and that which we initiate in an effort to improve conditions. We all agree that the teaching of teachers and the teaching of students can and should be improved. I assume, therefore, that talk of change is not just a "kick." Your presence here indicates that you share the concern of all of us that things be made better.

We have had a variety of efforts. On any one of your campuses there have been discussions and heated debates about innovative notions, with this or that result. In any number of projects with or without foundation or government moneys, there have been efforts to go outside a campus in order to improve an activity of the campus. The concept of change did not come from Washington, nor did the word *innovative* originate there. The $64 question is "Can you, using not the funds but the auspices of the national government, achieve your goals as readily or as easily on a local campus?"

It seems to me that is what we are talking about when we use the word *change* and that is why I am here. I undoubtedly represent–and I speak only for myself–the bumbling efforts of a bureaucrat to find out how to do things he was never trained to do and for which there has been no pattern set to date. In addition, there is a lot of confusion above us, in terms of politics. Somehow I must represent the interests of each and every one of you and, at the same time, hit a critical mass. This has become the number one problem, as I see it, in the business of change in teacher education.

All this is simply a warm-up to say that we don't have the answers. What is worse, you haven't provided us with any answers or a lot of help. We don't have much experience in bringing the federal interest to a local interest to initiate change. This is what we are engaged in. We know a lot of things that have worked, but only to a limited extent. This may be a little too harsh, because I am going to talk about a program that I helped to administer which had a fair share of success. But it does show the dimensions of the job.

Under Title XI in the NDEA Institute program, dissimilar in some respects but similar in others to the NSF Institute programs, we have had the opportunity to train or, if you wish, to retrain or educate some 20,000 educational personnel, mostly teachers. Twenty thousand represents something less than 1 percent of the 2½ million educational personnel who are engaged in the business of educating children. No matter how good our institutes, the best we could have done was reach less than 1 percent of the total group engaged in the business of education.

Now, that simply isn't enough. If there is a need for help—and I think it goes without saying that there is—then something must be done to reach more than 1 percent of those directly concerned. Let me give you some examples: The people in special education—education of the handicapped—maintain that they need about 300,000 more people to get the job done. I've forgotten the figures for the counseling people, but they need umpty thousands more counselors before that job can be done. Everybody is saying, "We just need more people"—300,000 of this and 400,000 of that. This is a red herring. I am suggesting that merely getting more of the same will not solve problems. The people who feel that it will are as badly off the mark as the national NDEA Institutes have been off theirs. If you can improve only 20,000 every summer, you're not doing much more than chasing the will-o'-the-wisp in looking for 300,000 additional people. This is missing the boat.

What am I talking about? I'm talking about the best way to bring about change. How do we get at the critical mass? How do we use the federal government most effectively? How do we think of this, not in terms of money, but in terms of action?

The Education Professions Development Act presumably promises all things to all men. Possibly it could deliver on this promise if we knew what to do with it. If we had the funds we could do a lot of things that we hope will be done. But the chances are, one, that there won't be that much money and, two, that the money will not be so widely scattered as in the past. An effort will be made to allocate funds in larger amounts over longer periods of time in order to get at a critical mass. Now, whether that will help or not, I don't know. But it does mean that we have to have priorities. The thing that we have learned is that while you have to be democratic, you can't be. While we have money, we don't have enough.

We must set goals which are beneficial for the country as a whole, even though everyone and his brother won't get some of the available dollars.

One way out of our dilemma may be to teach the trainers of teachers, rather than to try to teach the teacher who is in the classroom on the firing line. This is not to deny the efficacy of the institute program or the training and retraining of these teachers. This is merely to say that in view of limited resources and the federal government's duty to produce, it is necessary to make choices and identify priorities. Unfortunately, many of your programs may not be included in these priorities. This is one of our problems, but I don't think it is the important problem. The important problem is to identify the target.

Now, if teaching the trainers of teachers is an identifiable priority and an ascertainable target, the question arises: "How do we do that?" This is a difficult problem because its solution will involve teaching esteemed graduate teachers–the high church as it were–and how do you teach them anything?

My cynicism prompts me to say that it can't be done. But conditions demand that it be attempted. The higher education establishment has never been challenged in the history of American society. It is about to be. I think that challenge can serve as a worthy target, a number one priority.

THE TRIPLE T PROJECT

MATTHEW J. TRIPPE

The Triple T Project represents one of the priorities Donald Bigelow mentioned. Let me talk in terms of its operation and leave for discussion the question of substance. I think when I have finished the implications will be clear to all.

The major concerns of the Triple T Project are twofold: (1) the alienation between the school of education and the rest of the university and (2) the alienation between the university and the community. The Triple T attempts to bring some confrontation, some relevance, some meaningfulness to the joint operation of the three in relationship to critical problems that we face. In mounting the Triple T, the concern was not for particular schools, particular places, particular elements in terms of the established ways of doing things, but a commitment to the idea of change and a determination to identify places where our concerns are being manifested. This latter assignment was accomplished by asking people in Title I, people in Title III, people in a variety of professional associations where exciting things were going on that had some relationship to the training of teachers.

A list was compiled and a panel of some fifty to sixty consultants was convened some time ago in Atlanta to go over these lists carefully. Their task was not only to identify places concerned but the people involved, recognizing that in the beginning of any endeavor people are the key factor. So the decision was made to work with individual people rather than a particular university or school or community. We still looked for places which attempted full cooperation between the university as a whole and the school of education and the total community, including the local schools.

The task was not easy. Approximately sixty to seventy places were identified by a very painful process. Four institutions were set up as host institutions to receive teams of people coming from other universities for the purpose of jointly developing a program or plan for doing something about the problem of the training of teachers of teachers. The host institutions were Michigan State University, Hunter College, University of Georgia, and UCLA.

The host institution is to provide whatever aids, assistance, and encouragement it can to promote meaningful dialogue at the community level with a view to developing a program or plan for the problem of the training of teachers of teachers. There is a National Advisory Committee, of which I am chairman, consisting of nine other people who represent the concerns of all present. Our purpose is to engage in meaningful dialogue with the Office of Education about implementation of this plan.

THE TRI-UNIVERSITY PROJECT IN ELEMENTARY EDUCATION

PAUL A. OLSON

We got into the Tri-University Project as a consequence of conversations which a group of us inside and outside the Office of Education had. We developed the idea that we ought to put together something called a "double practicum," which would bring together the graduate college and the college of education, teachers of teachers, teachers, and elementary school children in a single project to improve the quality of college programs for training teachers and consequently the quality of teachers. I hope that we can do something for the training of teachers which will be intellectually defensible, meaningful, and relevant by bringing together theory and practice so as to confront one with the other in a context which will show the failings of each in an immediate way.

For a recent Tri-University Project conference in New Orleans, Mr. Zacharias, who has been connected with curriculum development for, I suppose, a decade or more now, chose as the topic of his paper the reshaping of curriculums for the training of teachers. Although Mr. Zacharias knew nothing of the Triple T Project, and little about the Tri-University Project, his thrust was precisely the thrust of those Projects. After a decade of work with curriculums, Mr. Zacharias apparently independently arrived at the conclusion that a major problem, perhaps *the* basic problem in education, is the teacher's training. It may be that the curriculum development centers have worked backwards; I speak as the director of one. They have designed a curriculum and then hoped to reshape training programs to suit it. Sometimes the programs and teachers to go with the curriculums never come; perhaps we were naive to expect that they would. The hope of the Tri-University Project is somehow to create an intellectual community of college teachers who will have enough power and frankness to say to the arts and sciences colleges that what they teach is irrelevant and often doesn't deepen the future teacher's insights into what must go into the teaching act if it is to communicate a sense of the logic of the subject and make children thinkers in that subject. We hope that the same college teachers will say to colleges of education that their work preparing teachers is also often not in touch with the new in knowledge in schools or in urban and rural patterns of living. Such systematic irrelevancy need not be. The study of the disciplines and the study of their learning belong side by side. The best advanced research in many areas today may not be going on in the "disciplines" by themselves or in learning psychology by itself. It appears to me to be going on in an area somewhere between the disciplines and the study of learning. The most advanced work in linguistics is going on in an area between linguistics and psycholinguistics; the most advanced work in mathematics, I am told, is going on in an area between mathematics and psychology and is being conducted by the Bourbaki people and Piaget—people looking at the subject and at how the mind apprehends mathematical concepts. I think the most advanced work in literary theory is going on in the psychology of literary apprehension, the development of the imagination, the fantasy life of kids and its relation to literary structures, with which the works of Bryan Sutton-Smith, Northrop Frye, and others deal.

Assuming that it could do something about interpreting the relationship between subjects and learning, the Tri-University Project brought together for this 1967-68 year 36 teachers of teachers, postdoctoral fellows who work in three project areas: the behavioral sciences, English, and social sciences. About half of the fellows are from colleges of education and half from colleges of arts and sciences. They work with the graduate faculties of the University of Washington, NYU, and the University of Nebraska. We brought into each of these groups 12 elementary teachers to work very closely with the college people and to keep them honest. In some cases they are closer to what needs to go into the training of a teacher than are the college people because they have come through the recent curricular movement. Certainly, they are in closer touch with the realities of the school; we also involved the local school system, and we tried to involve them in such a way as to allow them to acquaint us with their most difficult educational tasks. We introduced the 36 college people to intensive studies which mediated, as it were, between the students and the discipline. When we looked at literature, we looked not only at adults' and children's literature but also at the way in which the imagination of the child is educated by television, by pop art, by games, by the folklore of the street (anyone who thinks this aspect of education is not important ought to read something like the *Autobiography of Malcolm X*). When we looked at the English language, we looked not only at the way in which the language is put together; we looked at the way in which kids apprehend it. In the English section, when we went into classrooms, we went to see what we could do to transform our teaching style in dealing with teachers or our response to kids—and in terms of what we knew of language and our observations of the way children manage language.

The behavioral and social sciences projects at Washington and NYU are doing the same sort of thing. The NYU project is an interesting one in that it is attempting to set up a kind of social-psychological basis for the observation of classroom behavior. Sociologists, psychologists, educational anthropologists, and so forth go into classrooms with college teachers of teachers and make an analysis of what goes on in the classroom. I take it that what will come out will be an extension of the kind of thing Bunny Smith or Flanders has done—tried to bring the best of the contributions of the social sciences and psychology disciplines to bear on the art of training teachers and on the art of teacher education.

Our concerns then are various and exceedingly complex; they take in the whole of the educational enterprise: what kids are; what the culture is; what communities are; what classrooms, attuned to these kids, can be like; what teachers need to know and to be; what subjects are and how they can be mediated to kids or transformed by them.

Our concern is what we can do to communicate to students the kind of knowledge they need to function in a total sense in our society. It is pretty obvious that at present many teachers are missing the boat in elementary school; their kids are not being "hooked on books" or anything else. Consequently, they are not getting into the habit of acquiring the knowledge and inner power central to acquiring any social or political power in our society.

What are the activities of our program? Well, we have our graduate staff and our postdoctoral fellows busy writing, thinking, talking. The postdoctoral fellows and teachers are busy teaching and observing kids; we're busy with very intensive discussions with the teachers of teachers concerning what should go into college training programs for teachers. Eventually, the postdoctoral people who come out of the program for teachers of teachers will go back to the colleges from which they have come. They will go back with some kind of written program in hand for preparing teachers, something a little like the curriculums which have come out of the curriculum development centers. My hope is that they will have something better than that, that they will themselves *be* a curriculum—a group of people having a fundamental belief in the necessity for transforming the training of elementary teachers. My hope is that the people from the subject matter departments will insist that the subject matter departments provide for elementary teachers courses specifically relevant to what elementary teachers are doing. English departments can't go on maintaining that courses which are relevant to graduate concern are also relevant to what the elementary teacher does when she teaches science in the classroom. My hope is that the education people will insist that colleges of education be at least as professional and well supported as medical schools and perhaps more professional and better supported. Education departments all over the country must cease to isolate themselves from the difficult realities which face education in areas of urban and rural poverty, and they must have money to get into the act. My hope is that the people in our programs will go back to their home institutions and fight hard for good programs for as long as is necessary, that they will not be defeated by the failure of an institution to bend. My hope also is that they will go to another institution which will bend if they are defeated at home.

At the national level, we are trying to carry on a dialogue with respect to elementary education, to feed into this project the best thought available. The work which has gone on in Head Start, as well as that in the Leiceistershire schools in Britain, has influenced what has been said at our national conferences. Some of the work done in psychology, linguistics, anthropology, sociology, and history has influenced what has been said at our national conferences. And, certainly, a good deal of the experimentation with the development of professional education in medical schools and schools of engineering has influenced speakers at our conferences.

I want to close by relating a little incident which illustrates the focus of what I am trying to say. After the Denver conference of the Tri-University Project, I was talking with Douglas Oliver. Mr. Oliver is a graduate professor of anthropology at Harvard and the nation's best authority on the Solomon Islands. He also participated in the development of the E.D.C. elementary school program for the social sciences. Now he has removed himself from any long-term or general commitment to elementary education because, as he said, "When I worked for the E.D.C., I worked so hard that I could not remain alive as a scholar and continue to do things for the schools; soon I began to feel that what I was saying was relevant neither to anthropology nor to kids." I find Mr. Oliver's remark very discouraging, but also true. There is something wrong with our institutional structure when a man who is an advanced research scholar cannot find a place in the development of training or curricular programs in American schools and yet stay alive as a scholar. Somehow we have to keep the whole business together. If we do not, those people who possess knowledge will have all the power; those people who lack power will have all of the problems. We will have a new hierarchical society, with those with the greatest store of knowledge at the top, and many unemployed and unemployable at the bottom. We will have a society which is no longer American in the traditional sense. The purpose of the Tri-University Project is to find a place in education for both ends of the spectrum.

NDEA INSTITUTES FOR COLLEGE TEACHERS

J. N. Hook

In the summer of 1966 nine of the NDEA institutes that Donald Bigelow referred to were offered for "trainers of teachers," and these were mainly college teachers, with some supervisory personnel from the schools. These nine institutes differed from the several hundred other NDEA institutes in that the others were addressed almost exclusively to elementary and secondary teachers; these nine mainly to college teachers. A few more institutes of the same kind were offered in 1967, and several are scheduled for the summer of 1968.

The existence of these institutes raises a question of value. Is the taxpayer getting his money's worth when funds are expended on trainers of teachers, rather than on the teachers who will actually be working in the elementary and secondary schools? After all, it could be argued that the trainers of teachers are supposedly already well prepared. Almost all have advanced degrees, often including the doctorate. So why should they be paid to go back to school? If it can indeed be demonstrated that such institutes are justifiable, what are the characteristics of an institute appropriate for such persons?

A consortium of learned and professional organizations attempted to find answers to such questions. The organizations were the Association of American Geographers, the American Historical Association, the Department of Audiovisual Instruction of the NEA, the International Reading Association, and the Modern Language Association of America. I was placed in charge of the assessment of the nine institutes, and I assembled a team of consultants knowledgeable in the subjects represented: history, geography, foreign languages, reading, educational media, hearing-impairment, English, and English as a foreign language. We prepared questionnaires for the 275 participants in the nine institutes and for the 48 directors and staff members who were involved. We visited each institute for one and a half to three days, and we interviewed individually almost all of the participants and staff. In all, we constructed 14 different, specialized instruments for the assessment. Visits were made in the next-to-last week of each institute, by which time both participants and staff would no doubt have their minds made up concerning the worth or lack of worth in such programs. You might be interested in where these institutes were held. Three of them were at the University of Minnesota, one each at Arizona, Carnegie Tech, Columbia Teachers College, UCLA, Tulane, and Wyoming.

I shall attempt a capsule summary of the findings of the assessment. The entire detailed report fills 83 single-spaced pages. One of the questions we wanted to answer is whether the staff members thought, after having completed or almost completed these institutes, they were worthwhile. We asked the question, "In the light of your experience in this institute, would you recommend that the USOE be encouraged to fund more institutes for trainers of teachers in your field?" It is perhaps not surprising, but in a way heartening, that all 48 staff members answered *yes* to that question. The vote of the participants was less predictable. But of 222 who responded to a similar question, 218 answered *yes*. Of these, nearly half indicated that attending such an institute resulted in some personal financial sacrifice, but nevertheless they favored continuation of such programs.

In interviews, the participants again and again made statements like the following:

Participants in these institutes can influence more people, at least indirectly, than can participants in others.

Work with trainers of teachers is the obvious place to begin.

A premium should be put on such institutes.

Probably the most important kind of institute possible.

The best thing that has happened to the profession in a long time.

Such institutes should reduce the need for retraining elementary and secondary school teachers.

Members of the assessment team, who, as I said, represented various disciplines, after visits to the institutes, concurred in this judgment. One of them phrased it in this way: "There is no doubt in my mind that an institute of this nature is a great idea. College teachers of future teachers should be the best available and should be capable of motivating, inspiring, leading, and informing their students. Institutes can help."

The instructional content of the nine institutes varied too much for easy generalization, partly because several different study fields were represented. However, it is not far wrong to say that these components were usually present:

1. Recent theoretical foundations of the subject (e.g., new developments in historiography).
2. Intensive, in-depth study of certain facets of the subject (e.g., mathematical and astronomical geography).
3. Attention to developments in related areas (e.g., relations between language learning and psychology).
4. Examination of recent curriculum materials, audiovisual aids, and the like (e.g., much attention was paid to material developed for curriculum study centers).
5. Consideration of pedagogical theory and practice related to the subject matter (e.g., ways of presenting a new concept to prospective teachers).

The method of presentation that these relatively sophisticated participants liked best was a combination of lecture and discussion, especially when the lecturer combined theory with suggestions for applying the theory. The participants did not like lectures in which they had no opportunity to question the lecturer or otherwise discuss what he said.

Second most popular was the seminar approach. Smaller numbers expressed approval of small-group sessions, special projects, audiovisual aids, laboratory work, and individual reports.

Participants said again and again that they learned almost as much from one another as they did from their professors. This is not surprising and should not be interpreted by the professors as critical or insulting. After all, almost all the participants had fairly extensive teaching experiences (averaging about 12 years), and nearly all had advanced degrees. Sometimes they knew almost as much as their professors; sometimes they may have known a little more. Their jobs were enough alike that they had much to share, much to offer to one another. They liked programs that were not so tightly planned as to make such interchange difficult or impossible.

One series of questions in the assessment dealt with what use the participants expected to make of what they had learned. The most frequent responses follow:

Make changes in an academic course
Make changes in a methods course
Teach in an institute, or direct one
Develop special projects
Develop audiovisual materials
Develop curriculums
Develop improved supervisory practices

In addition, a fifth or more of the participants said that they had been sufficiently inspired that they planned to write articles, give speeches, conduct basic and applied research, or write text materials. If only a fraction of the participants do what they said they intend, the impact on the profession will be solid.

The participants were asked, "When you return home from the institute, to what extent do you expect to make use of what you are studying this summer?" One hundred forty-four persons said "to a great extent," 80 said "to a moderate extent," 13 said "to a slight extent," and two diehards said "not at all." Some, incidentally, objected to the phrasing of the question. They said if the word *studying* hadn't been included, they would have indicated a greater extent of application in the future, because they especially valued the interplay of minds among the participants and not the things that were actually being studied within the institutes.

The assessment convinced me and my team members that institutes for trainers of teachers merit high priority in a national institute program. We had our doubts when we began. We thought that perhaps college level teachers and supervisors would not feel much need for nor profit greatly from a few weeks of communal study. "Why don't they just read a few books?" we asked. But the genuine enthusiasm of the participants removed our doubts. The face-to-face encounters with professional leaders were more inspiring and enlightening than books written by the same leaders or others. The interchange of ideas and information was something obviously impossible in one's own study or office or the college library. The opportunity to examine new curricular materials and other aids to learning does not exist on every campus. At the end, we who conducted the assessment were willing to go almost as far as one enthusiastic participant who told us, "For more institutes like this I'd even be willing to pay higher taxes, if necessary."

SOME BASIC ISSUES IN THE PREPARATION OF TEACHERS OF TEACHERS

B. Othanel Smith

Who is the teacher of teachers? Who is responsible for the preparation of the teacher of teachers? These questions are not easy to answer. For one thing, it can be said that the expression *teacher of teachers* is somewhat ambiguous, for it denotes persons in different sorts of positions. Obviously we must draw a line someplace, and I choose to do it by reference to levels of institutional personnel, or instructional personnel. The first level consists of teachers who man the classrooms of the elementary and secondary schools, and I suppose one must these days include preschools and junior colleges and colleges as well. The second level consists of supervisors, directors of instruction, and so on, who work with the personnel at the first level. The third level consists of college teachers who man the classrooms and laboratories in which persons who occupy the first level are prepared to do their work. These latter persons we refer to as teacher trainers, teacher educators, or teachers of teachers, depending upon one's semantic taste. Level four is comprised of the college teachers who man the classrooms and laboratories in which the personnel of levels two and three are trained. These are the persons who are responsible for the preparation of the teacher of teachers. Of course, these levels are not as clear-cut as I have made them appear. There is some overlapping of personnel. But functionally these levels are fairly distinct.

Those persons who make up level four—that is, those who prepare teachers to train teachers—compose the graduate faculties in education and in nonpedagogical departments such as English, history, fine arts, and so on. It is the work of these faculties that we are concerned about when we discuss the preparation of the teacher of teachers.

Until recently very little attention was given to the task of preparing the teacher of teachers to do the job expected of him. Harold Rugg, in his little book, *The Teacher of Teachers,* published 16 years ago, tried to focus attention upon this task, but his voice went unheeded if not actually unheard. This lack of sensitivity to the problem can be attributed in large measure to the preoccupation of graduate faculties with research and to the belief that the teacher's deficiencies are remedial and can be adequately corrected through institutes and other forms of in-service training.

As a result, we have spent much of our energies in trying to clean up the water downstream while it was being polluted at its source faster than we could purify it. We are now beginning to direct some of our time and energy to the task of improving conditions at the source. This is what the Triple T Project is about, as I understand it. As we move to do so, some differences of opinion will naturally arise.

The first controversy arises, I think, from the fact that the preparation of the teacher of teachers came, by circumstances we are not at the moment interested in, to be located in the graduate college. In consequence, the graduate frame of mind, with its emphasis upon the study of a discipline to expand the discipline itself, shaped the program for the preparation of those who were to prepare teachers. That this view has shaped the program for preparing the teacher of teachers is clearly seen in the title given to the few departments and schools of education that have acquired a measure of autonomy. They chose to call themselves graduate schools of education. And even the program leading to the professional degree of doctor of education was never quite pulled off. This so-called professional degree turned out to be a research degree in the same sense as the doctor of philosophy, with the same trappings—preliminary examinations, theses, and other appropriate rituals. And, of course, the nonpedagogical departments, being, like ourselves, insensitive to the task, made little or no effort to gear their programs to the task of preparing the teacher training personnel.

The time when the training of the teacher of teachers might have been placed in the professional school has passed. Perhaps there never was a time when it would have been wise to do so anyway. Be that as it may, the fact is that the job of preparing the teacher of teachers is now located in the graduate college, where it will remain. The problem centers in the graduate college. There are signs that the graduate college is beginning to take the matter seriously. Some graduate colleges are beginning to see their programs as having at least two dimensions. One is the traditional program in which the student is prepared to till his field of specialization and to bring more and more of it under cultivation. The other is the program in which the student learns to use the products of his field in the performance of a social function. As the graduate college expands its programs to include high-level training in the performance of social functions, it reduces the need to create independent professional schools at advanced levels of knowledge.

The first issue therefore may be stated in this form. Will the graduate faculties change their instructional programs to fit the job requirements of those who wish to engage in a profession as well as maintain their instructional programs for those who wish to till the soil of the disciplines *per se?*

The second issue grows out of the fact that the teacher training program is made up of two components: a pedagogical and a nonpedagogical, or academic, component. From time to time one or the other of these components comes under attack as being irrelevant, useless, or lacking in respect. These attacks are usually led by bright men whose wisdom for the moment is in eclipse. After the smoke of battle has cleared away, the two components are still there, and the institutional structures in which they are rooted usually continue to coexist, for a program cannot have one without the other. Today, except for a very few institutions where the administration is misled by some new fancy, peaceful coexistence and collaboration continue to be the state of affairs.

The issue then shapes up in the following way: What are the respective roles of nonpedagogical, or academic, faculties, on the one hand, and the pedagogical faculty on the other, in the training of the teacher of teachers? It is apparent that nonpedagogical faculties sometimes think that they have something to contribute to the pedagogical knowledge and skill of the teacher trainer. But just what this contribution consists in has never been clearly identified and described. By the same token, the pedagogical faculties have sometimes claimed that they should deal with nonpedagogical content relevant to the work of the teacher of teachers. But again, just what this claim consists in and just what the evidence is in support of it has never been made clear. If there is to be conjoint development of a program for educating the teacher of teachers at the graduate level, the responsibilities of the various faculties of the graduate college must be worked out to their mutual satisfaction. To let this matter go unattended, or to settle it on the basis of institutional politics, is an inadequate response, and the program will itself be weakened thereby. What is needed is involvement of the faculties in a conjoint effort to develop a program—an effort that focuses upon the re-education of each of the faculties as well as upon the development of a program. I think the conjoined operation cannot be successfully carried out without involvement of representatives of the public schools.

It is, of course, possible and indeed quite likely that our first step in developing a program for the education of the teacher of teachers will be to remove the trappings and rituals of the research degree by surgical operations, replacing them with another set of rituals and trappings for another sort of doctors degree. But if this is done without a basic change in the programs of preparation, little or nothing will have been accomplished by the shake-up. There is a sense in which the preparation of teachers and, in consequence, the preparation of the teacher of teachers entails a different comprehension of subject matter from that found in current programs of instruction. It is now assumed, for example, that the content of physics is different from the content of chemistry, that the content of sociology is different from the content of biology, or, more generally, that the content of the social sciences is different from that of the natural sciences. In a sense these assumptions are correct, and in another sense they are not. No one would wish to hold the view that if one has achieved knowledge in the social sciences he has thereby acquired knowledge of the physical sciences. But it is also true that each discipline is from the pedagogical standpoint a conglomerate of different forms of knowledge. And these different forms are to be found in almost all disciplines. There is in every discipline a set of concepts. In addition, most of the disciplines contain laws or law-like statements comprised of combinations of concepts. And a considerable number of the disciplines contain value propositions of one form or another, even though most of us wish to deny it. Now it is clear from studies of learning and teaching that the way in which each of these forms of content is taught and learned is different one from another. And it is equally clear that academic preparation does not at the present time enable the teacher at any level to identify these elements of content and to relate teaching behavior appropriately to their requirements.

A similar observation can be made with respect to pedagogical courses. Work in pedagogy, especially courses at the graduate level, is geared to preparing the student to till the field of education and to explore its new territory. They are in this sense like any other graduate course in any other department. But if the graduate faculty in pedagogy is to prepare the teacher of teachers to train teachers, then its own program of preparation must include opportunities to observe the training of teachers, to analyze the behavior of those who are training teachers, to practice the behavior appropriate to the task of training, to observe one's own practice behavior, and to continue to practice, to observe, and to analyze to the point of near perfection. To carry on our program in the sense of business-as-usual, even though the program may lead to a new degree, will make no significant difference in what is done in the schools. Even the addition of an ordinary practicum, or an internship, to existing programs will be inadequate. That may be better than nothing. But it is very close to nothing.

The issue may be stated in this way. It is a question of whether or not the graduate faculties will be able and willing to change the content of their instructional program and to emphasize in both word and deed those forms of knowledge which are directly related to the performance of teacher training tasks. The issue put in this form is not intended to deny in any way the necessity for systematic courses in either the field of one's specialization or in the field of pedagogy. These systematic courses are essential, but they are not sufficient.

These are some of the points about which winds of doctrine will blow and gusts of opinion will swirl as we quietly go about the job, but the gusts and the gales can be turned to good advantage if we have the patience to ride them out.

Staff Differentiation and the Preparation of Educational Personnel

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IMPLICATION OF DIFFERENTIAL UTILIZATION OF PERSONNEL FOR PREPARATION PROGRAMS

ROY A. EDELFELT

I guess as long as there has been no definition of what we mean by differentiated personnel, it might be well to begin with my understanding of differentiated personnel. *Differentiated* may not be quite the word to describe what we are talking about, because some people think that means what we presently do with secondary school teachers—one teacher teaches history, another teaches English, someone else teaches social science, and so on. That sort of "differentiation." In the elementary school we could say we are differentiating by having different teachers for each of the grades.

That is really not it, as far as I understand it. I think we are talking about differentiating roles for school personnel—using teachers and other professionals and subprofessionals in a variety of assignments in accord with their competence and talent, education goals, and the difficulty or intricacy of their teaching tasks and other professional functions.

Differentiated roles include not only teachers but also a variety of special service personnel, such as guidance people, subject matter specialists, supervisors, administrators, school psychologists, and others of that sort. They also include, I think, various subprofessionals—teacher aides, student teachers, interns, parents if they are not classified as aides, and so forth.

There are a variety of models that have been developed which illustrate differentiated staff. Some of the people participating in this program have been developing such models. You are probably best acquainted with models such as the Head Start model, in which there is a lead teacher, perhaps an assistant teacher, a teacher aide, health service personnel, and people working with individuals and small groups as well as with the entire group. The trunk model of course has been around for a while. This is a team teaching model with a hierarchichal sort of arrangement: a team leader on top, a regular teacher, interns, and teacher aides.

The TEPS Commission has published a work by Bruce Joyce which represents still a third model. He talks about a direct instruction team, where there is a team leader and assistant team leader, two regular teachers, two interns, and two aides, enhanced by support centers which he identifies as a computer center, a self-instruction center, a human relations center, an inquiry center, a guidance and evaluation center, and a materials creation center.

Still another model is Bernie McKenna's model, which he calls the teaching proficiency model. He identifies the teacher technologist: the person concerned with the teaching of basic skills and knowledge, a liberal enlightener, who is a master presenter, an identifier of talents, a person who works at assessing interests and aptitudes, a developer of talents and aptitudes, a facilitator of attitudes and interpersonal behavior development. This is spelled out in a little pamphlet published by the California Teachers Association entitled *School Staffing Patterns.* Still another model Dwight Allen developed in a paper we published on differentiated staff. He talks about professors, senior teachers, staff teachers, associate teachers. One illustration of this sort of program is seen in the work Dwight has been doing at Temple City.

I think you can begin to sense in these illustrations other kinds of task definitions. I haven't been too precise about teacher tasks performed in these models, and it seems to me this probably ought to be done at the local level, for a variety of reasons. One is that competence is probably a function of situation, so it is necessary in terms of the whole situation to look at the goals of education in that setting and decide what competence is in that particular situation.

There are probably several factors to take into account in differentiating staff. One is the matter of establishing some levels of competence. This should be both in terms of degree and kind. Also there is the matter of recognizing various levels of difficulty of tasks or difficulty of responsibilities. And thirdly, the matter of differentiating compensation in terms of both levels of competence and degree of responsibility that a teacher assumes.

It is also important to ask the question, "Why differentiate staff?" Central, of course, is the question of providing a more individualized program and breaking out of the lockstep which is no longer defensible in a society that can afford to work with teachers on a more individual basis. But a differentiated staff also offers an opportunity to make better use of teacher abilities. It is also possible to provide more flexibility in terms of the use of teacher time, of space available, and of talent. It is more realistic, I think, in terms of the manpower dilemma. We are finally recognizing that there is a large transient group passing through the teaching profession every year and that we probably shouldn't treat all teachers as if they were the same kind of people. The difficulty we have in keeping qualified people in teaching is attributable in large part to the fact that there is no promotion in the classroom. If you are promoted, you are promoted out of the classroom. Differentiated programs recognize that learning to teach is an on-the-job business. With a differentiated staff, there is an opportunity to learn tasks of varying difficulty and then move into more difficult tasks.

It also provides, or could provide, a career pattern in teaching, where there would be someplace to go. Teaching at present is the same on the last day you teach as on the first day in terms of responsibilities in most schools. I'm sure the monotony of 45 years beats some people down to the point where during their last few years they are not very vital people in the classroom.

A differentiated staff recognizes competence and relates it to responsibility and provides in some situations—and I think should provide in all situations—compensation that is adequate to keep people in teaching.

Therefore, teachers don't have to do as so many of us here have done—move out of teaching because we couldn't make enough money or get enough status in the public school classroom.

It also provides a variety of jobs in the school so that people with different motivations, different amounts of time to spend, different degrees of commitment can find work. The working mother, the second-income person, the individual who wants part-time work rather than full-time work, the subprofessional, etc.—all might come under this heading.

It also provides an effective link with colleges and universities, because it inevitably becomes a training ground for teaching as well as a good school for youngsters. In addition, it provides a situation in which professionals can complement or stimulate each other by working together in groups or teams. I don't think this is as possible in the isolated classroom of most teachers in most schools today.

Now, my job is to say a bit about the implications for colleges, and I guess it is presumptuous to try to draw implications, but that is what I was asked to do, so I'll try. I suspect that the reason for drawing implications is that we need to do something at the collegiate level about the developments in public schools.

In the work we have been doing through our office this year, we have identified 210 demonstration centers which exhibit in their programs some of the factors I have been talking about. Either there is differentiation of role, there are subprofessionals, professionals, and special service personnel working in different kinds of ways, or there is some attention to climate for professional growth, some attempt to break away from one teacher teaching 25 students.

I have divided the implications I foresee into simple changes, changes that would be a little more difficult, and difficult changes. It seems to me that among the simple changes that could be made in colleges, or simple implications of differentiated staff, is the possibility of employing undergraduates as teacher aides. This is already the case in some colleges prior to student teaching. Sometimes teacher aides are not in teacher education.

A second simple change would be to convert the concept of student teaching to a work-study kind of experience, rather than maintaining the present practice of regarding it as a hothouse treatment for testing teaching skills. This means that the student would be expected to contribute something as well as to get something from student teaching. Thirdly, I think it might be possible to stimulate school study of faculty talent—particularly as we work in student teaching—and to assess whether talents are being used in the most effective way. In talking with public school people, it is often evident that they are not assigned to jobs in schools that make their talents visible or put their talents to use.

I think it might also be possible in student teaching to break down the isolation of the typical teacher in the classroom with the use of aides. There could be three adults in the classroom. Perhaps we should consider some cross-analyzing teaching which would add still another adult in the classroom. One thing people could start immediately is to read the literature on differentiated staff.

In the more difficult category, I think we might promote examination of the effectiveness of present ways of teaching. In almost any classroom you walk into you can see how ineffective the system is because teachers talk most of the time and youngsters are supposed to absorb what is being said. I think it might be possible to do something through student teaching to ensure that students learn more than one way of teaching.

The typical college of education prepares a person to be a self-contained teacher—that is, to work in a self-contained classroom. If there were possibilities to work in teams, to work as a tutor, to have experience as a large group lecturer, to work with students on independent study, to diagnose individual student learning problems, to work as seminar leaders, and the like, I think we could break out of the lockstep we are in now in student teaching in teacher education.

We might also give student teachers an opportunity to work with aides to give them some managerial skill and to teach them ways in which they can use aides in their own teaching when they graduate. We could also attempt to analyze the job of the teacher and try to assign and evaluate roles assumed in terms of the outcomes that are produced. We could establish more flexibility in student teaching so that an individual would have experience with more than one teacher. Typically, student teachers work mainly and almost exclusively with one teacher. We could use them more creatively. We could train teachers to use other student teachers as evaluators. We could provide an internship subsequent to student teaching in a school where there is experimentation with differentiation of staff. This is actually happening in a few places.

Also in the difficult category, I think we might employ differentiated staff concepts at the college level. This will not be easy. We could try to get college teachers to demonstrate what we mean by differentiation of staff by the way they teach in college courses.

We could develop school pilot centers with all the components of the differentiated staff idea: the matter of competence, the matter of responsibility, and the matter of compensation. I think Dwight's model in Temple City, California, which calls for compensation in schools to range from $7,500 to $18,000 is not unreasonable. If you want to put it in terms of a ratio, top salary should be three to three and a half times beginning salary, provided the person has demonstrated competence and assumes the kind of responsibility that category of teacher demands.

We could promote research and trial of various models of differentiated staff. We could identify and employ different strategies for academic and performance requirements in teacher education. Most of preservice teacher education now is merely a matter of knowing, and we use some less than adequate measures to determine that. We should get into the matter of performance curriculum where we are making an attempt to assess the performance of the student.

We could experiment with new ways of teaching performance skills. Things like microteaching and using videotape for feedback and analysis purposes in student teaching and in regular teaching would help, I think, in the analysis.

We might include an analysis of what differentiated staff roles might be with groups of youngsters in the histrionics of teaching. Many of us are poor actors. I am not suggesting that teaching is acting, but I would suggest it is deliberate behavior, or should be deliberate behavior, and in some cases it isn't that. We could develop some wild experimental models of learning centers, using a variety of professional, community, and lay people. And, most important, we could try to look at what the implications of differentiated staff are for the college in which we work.

THE EDUCATION PROFESSIONS DEVELOPMENT ACT AND STAFF DIFFERENTIATION

DWIGHT W. ALLEN

Sometimes I think we are not as inclined to change as perhaps we ought to be. That view will depend, of course, on your point of view. It seems to me, and I might as well express my bias immediately, that the notion of differentiation of staff will be the preeminently preoccupying notion of the profession over the next decade. I see no other issue that comes even close to the issue of staff differentiation in terms of importance for professional development.

We cannot possibly continue to treat teachers as interchangeable parts, putting 30 students into an excellent teacher's class, 30 students into a poor teacher's class, and 30 students into the class of a teacher of unknown quality and pretend that all will get equal instruction. The professional argument that the way to solve all this is to reduce class size is manifest nonsense. Speaking as a parent, I would much rather have my sons and daughters in the class of an outstanding teacher with 80 or 100 other students than in the class of a dud teacher with only 10 other students.

Now, the point is that this isn't a matter of partisanship. It may be just a matter of lack of imagination; perhaps if I had more imagination, I'd have more models, so it is a self-fulfilling hypothesis. But, looking at the kinds of models we have been developing, it would seem to me that one of the questions one has to ask is "What should a $25,000 a year teacher do different from a $5,000 a year teacher?" You see, if we are going to differentiate tasks, if we are going to differentiate compensation, how do we identify this differentiation? What are our criteria? If the criterion is that by seniority a teacher gets easier classes to teach, the young teacher gets the most difficult classes and most preparations by custom. If, again by tradition, teachers when they are senior enough don't have to see any students, one is left with a dilemma in terms of what the differentiation criteria ought to be.

We have looked at differentiated staff from the point of view of salary and come up with the notion of merit pay, which to my mind is a bad notion. Merit pay is bad because we are going to pay some teachers more to do the same job other teachers down the hall are doing. Now, we all have problems of good teachers and bad teachers, but this would compound them because we would have identified for the general public who is good and who is poor.

It seems to me we need not only to differentiate salary and stipend, but to differentiate responsibility. Let me suggest some of the dimensions we might investigate. This brings us, of course, to the educational development act, because the position our Planning Coordination Committee took was very simple—namely, that adequate models do not now exist; that what we need are alternatives to present practice. So we would like to encourage, and again I am speaking now for a committee that no longer exists, the guidelines that have been written and prepared. The staff of the U. S. Office of Education, in my judgment, has done an excellent job of interpreting our broad notions into guidelines. I guess the reason I think they did an excellent job is that I can still see some of our guidelines there. But the notion is that what we need in the next generation are some concentrated models.

In the past, only those efforts which reinforced the status quo were rewarded. In the future, I hope our efforts for change will be rewarded. We need to reward efforts which will encourage difference and diversity, going on the presumption that what is now the case, what is now present practice, is inadequate. We could go through a long recitation of the inadequacies, but suffice it to say that perfection has not been attained in the present organization of the classroom.

Right now the organization of the classroom is such that a group of 30 students spends all day with its teacher in elementary schools, or an hour at a time with a given teacher in the secondary school. So long as our alternatives are 30 students or 30 students or 30 students, for an hour or an hour or an hour, daily, daily, daily then, not surprisingly, curricular investigations will call for curricular patterns based on 30 students meeting with a given teacher daily.

One of the most disappointing events of my professional life occurred when a biology teacher told me I was obsolete in my attempts to reorganize the pattern of instruction because he no longer needed long periods for the laboratory since the new experiments in biology assumed a 50-minute period. Now, I am not absolutely sure that all biological experiments should come out an even 50 minutes. I would rather look at the alternative. Perhaps we should look at the experiments we'd like to perform and then structure the classroom to meet them. I suspect, just on the face of it, some of these experiments might take 20 minutes and some might take two hours and 20 minutes. I am not sure all students will take the same amount of time to assimilate the same amount of material, or, putting it another way, the same biological experiment may take one student 40 minutes and another student an hour and 40 minutes.

It seems to me that in order to be creative and imaginative in the preparation of new models, we must investigate the dimension of course structure and school structure, the dimension of curriculum, and the dimension of staff preparation and utilization.

In the area of staff preparation and utilization, it seems to me we have a cycle of going from the old model to the new model. From the old model I hope we will make a diagnosis of where we are—take an inventory of the resources available—and from that generate some sort of task analysis and establish some sort of criteria which will lead to new models. The new models will be tested and implemented, refined, and in time become the old models. So we have a constant cycle.

By way of criticism I think we spend too much time refining the old models and not enough time generating the new models. This comes back to the notion of risk. Somehow, it seems to me, we should, and we can under present guidelines, use Education Professions Development Act moneys to make risks more palatable. Let me give a specific example. One of the reasons that experimentation has been held back is the popular fiction that you cannot experiment with kids. You can experiment with ideas and curriculum, but not with kids. The public won't put up with it. Well, let's test that idea.

Suppose I have a staffing arrangement that is so wild that a seventh grader might not learn anything in seventh grade. Could we get students to participate in that kind of experiment? I would like to offer a four-year scholarship to the college of his choice to any student who would participate. Do you think I'd get any takers? Even if it jeopardized a year of learning? Let's get away from the money end of things. Let's say that we will put these students into such a far-out experimental pattern with the possibility of failing the entire year. Perhaps I won't guarantee a dollar reparation, but instead I'll guarantee a professional reparation—namely, any mess I create in the learning sense, I'll assume a professional obligation to mediate through tutorial assistance or any other assistance necessary. Again, I am certain that we will have no shortage of students who will volunteer to participate in such experimentation.

It has been my observation that the profession is a lot more conservative than the public it serves and that we are conservative in the name of public conservatism. Recently I have had an opportunity to test that a little. I moved into Massachusetts, which has the reputation of being a hotbed of conservatism. I have letters on my desk from at least 15 school districts in the state that say, in effect, "Make us your guinea pigs." I was amazed, and it seems to me the profession must find alternatives.

Right now, in terms of the number of professionals we use and need in the classrooms, 30 percent of all college graduates should go into teaching. And yet, when you look at the model we have developed of professional competence, no more than the top 1 percent of graduates could qualify. It is a bit difficult statistically to make 30 percent of the population fit into the top 1 percent. That is assuming we get the top 1 percent; that the medical, legal, and other professions are not competing for those persons.

On the other hand, if we do get our share of the top 1 percent, then how should we treat them? Should the profession be organized so that they really can't find a career in the classroom? I'm thinking of a student I had about five years ago who, during his training year, was voted the outstanding teacher in the school. Well, where would he be now? Five years later he would have the same responsibility that he had then, and he could look forward to 40 more years of the same. He would be about halfway up the salary schedule, and if he lived long enough he would come to the top, just like everybody else who lives long enough. There are two ways to get promoted as a teacher: you can live long enough or you can take more units. It is probably unfortunate that we have such automatic criteria of teaching effectiveness, but I'm not sure we could use more sophisticated criteria.

Incidentally, where is this teacher? Still in the classroom? No, he is a special assistant to John Gardner and assistant professor at the University of North Carolina, having completed a year as a White House Fellow. Now, could we as professionals really encourage that young man to stay in the secondary school classroom?

Why don't we be honest with ourselves? Why don't we recognize the fact that as presently constituted there is no career in the elementary or secondary school classroom? You see, once we cross that Rubicon and recognize the fact openly, then we will be preparing ourselves to deal with what I consider the heart of the issue: How do we make careers in the elementary and secondary classrooms? That is the heart of the issue. How can we make it a real career so that we don't have to keep assuring ourselves in an attempt to make it true, "What a wonderful thing it is to remain in the classroom." Let's make it a wonderful thing.

Incidentally, the Temple City model referred to earlier is slightly outmoded. The proposed salary schedule goes up to $24,000 for the top category of classroom teacher. Now, mind you, there won't be very many in the district. They propose six or eight teachers in that category. And mind you, they don't know how to use these people. So they will create the positions in the fond hope that they will be able to identify ways to use such people who are significantly different from the average teacher. For a while they will be misused, partially or maybe entirely, but the only way to get a perspective on a new model is to try it.

I submit if you were to apply evaluative criteria to the Wright Brothers' first flight, it wouldn't come out very well. As a transportation vehicle, it was certainly not economical. The distance wasn't very good—between one and two hundred feet. Safety wasn't very high. It wasn't very comfortable. Apply any of the yardsticks of successful transportation, and I can assure you it doesn't measure up. It would meet none of the criteria. Now, does that mean the first flight shouldn't have been made? I submit that when we start differentiating staff we will be very lucky to break even. The point is that you don't judge a model in terms of instant success, but in terms of its potential. It seems to me that at the beginning our models may be less satisfactory than the present refined old model. It may be that we will have to invest lots of transition funds, and this is one of the strategies the EPDA moneys will allow us to pursue. It is the first time, in my knowledge, that there has been a major commitment to transition.

There are many different kinds of transitions. In one variety there are great costs getting from here to there, but once you have gotten there, the costs are no different than they were to start out. It would appear, for example, in Temple City that we can have $24,000-a-year teachers and $5,000-a-year teachers without making a substantial additional permanent commitment to school district resources. Why? Because the large bulk of the teachers will be frozen at salary schedules which will not go as high as salary schedules now go for all teachers. Under the new model the lowest category will go from $5,500 to $8,000, whereas the present category goes from $5,500 to $11,600. So we will actually reduce the maximum salary potential in the bottom category considerably in exchange for having a top category of $18,000 to $24,000 for a very few teachers.

Although we are reallocating the same resources, in a transition period there may be some additional expenses, since no one's present salary would be cut back. For some time an $8,000 teacher might be getting $12,000. But eventually those teachers will die off, and the system will right itself. We have to realize the difference between difficulties posed by transition and a permanent difficulty with an arrangement. Oftentimes we foresake a long-run potential gain because of transition difficulties. One good use of EPDA money is to provide for transition costs.

Of course, there are other kinds of transition. A system can move up to a permanently higher level of support. The transition consists of providing a stepping-stone way of getting there. It is hard for a school district to swallow a big difference all at once, but over time it can.

Another type of transition cost is entailed in better coordination of existing uncoordinated functions. To get them better coordinated costs money. A fourth kind of transition is the combining of old functions to work together in a new way. This again takes money, but after they have been combined you no longer need additional moneys.

Fortunately, one of the strategies in the Education Professions Development Act provides transition money for coordinating things that weren't previously coordinated, or developing new models which after they are developed may not be more expensive, or developing models the efficiency of which we cannot anticipate now.

In cases where we aren't sure what is required perhaps we should overstaff and overcommit on a temporary basis. Now, in the guidelines this may mean that you pass the point of no return. At the end of the granting period, whatever it is, your school district is in a different position.

A lot of the focus in the EPDA is going to be on in-service programs, because the teacher education institution alone and unsullied is never going to be able to get the job done. We could prepare teachers until the cows come home for differentiated roles, but if such roles don't exist in the schools these skills will never be used. So it seems to me that the fulcrum point in professional staff differentiation is to shake up existing school organizations into different patterns. Through intensive in-service programs we can find out the dimensions of training for these new patterns and then, as these new patterns become institutionalized, discover the way in which we should anticipate these differentiated patterns on a preservice level.

It may be, for example, that we will decide that teachers should follow a hierarchical route: start at associate teacher, then become a staff teacher, then senior teacher, then super teacher. It may be that some people will start as associate teachers, get more college work, and come back as super teachers. It may be that some teachers will stay in a preservice situation until they come out directly as super teachers. Another alternative may provide that people will emerge from conventional preparation programs as super teachers, average teachers, or associate teachers, depending upon their skills. There are many alternatives which I would not like either to prejudice or predict.

Again I come back to the main theme, and that is providing alternatives, providing new ways to look at old problems. The traditional way in which one builds objectives isn't going to work. The traditional model says we have to get all of our ducks in a row before we move. It seems to me we have to move a little bit before we even know whether they are ducks or not. Then, from that perspective perhaps we can get a little better notion of objectives, of practice, and how these two factors should interact over the next decade or two.

We want to be able to attract the most outstanding people to the profession of education, and we can already see at a national policy level that education is becoming much more important to the national effort. We can see, for example, that we are attracting a higher calibre of doctoral candidates to professional education. We have seen throughout the last decade that the prestigious MAT programs have had no difficulty in attracting top personnel. Now the question is, "How can we use those people who have been prepared in this exceptional way to perform an exceptional job in a different kind of structure?" When we have answered this question we will have gained a perspective which we can apply to mainline teacher education. The result of an investment of $65 million of Ford Foundation money was that virtually none of the programs originally funded survived.

The model of change in teacher education and professional staff development has to have as a common denominator that it effect at least the mainline institutionalization of change. Somehow we must create some institutional juxtaposition which allows us to get a perspective which we can't get as long as the old institution remains intact.

That is the major notion that I hope the guidelines are designed to perpetuate. They are designed to try to give help to people who do not have the competence to seek support themselves. There will be some seed money to bring consultants in to stir up the dust a little bit and to find out what might be tried. It will be a difficult job, because it is hard to get an internal staff to rise above its own level. But somehow we hope to provide a stimulus that is frankly monetary in order to eventually come up with a stimulus which we hope will be truly professional.

THE NEW CAREERS CONCEPT AND STAFF DIFFERENTIATION: SOME ISSUES

ARTHUR PEARL

I think both Dwight Allen and Roy Edelfelt gave you an over-varnished, much too optimistic statement of the current status of our schools. The schools are rotten and no matter what we are doing, they are getting worse. The schools are totally inappropriate and doing an infinitely bad job. Every day we are finding wholesale disengagement from the school process on the part of students, for the very good reason that there is nothing to engage them. Unless we begin to look at what is the nature of the school process in a highly complicated, technologically advanced society, we are not going to solve that problem. There is no way we can have staff differentiation in lousy schools. First of all, we have to find out how we are going to make those schools a little less lousy. They are very bad schools, and every day they get a little worse.

All of the tacticians don't improve them any. We have an enormous number of sophisticated tacticians in the school systems now. We have computer-aided instruction. We've got a whole bunch of snake oil salesmen selling other slick articles for lousy schools.

Let's take a look at the goals of the schools—what the kid has a right to get out of the schools—and then what the staff ought to be. Every kid who goes to school nowadays has a right to expect something from his investment of time and energy, and he is getting cheated. He has a right to expect that as a consequence of going to school he is going to markedly increase his options on how he is going to make a living. Rather than getting this, students' options decline. From the very first day they start school, their options are being determined for them. When a person goes to school and is assigned to being a "bluebird," his life earnings are being immediately curtailed. We have no basis on which we can make that assignment with any kind of validity. The way we make that assignment now is by determining if a student looks, smells, and talks like us. If he does, we say he is bright. If he doesn't, we say he is dumb. And then we find something trivial to correlate our misconceptions with.

Now, it turns out there is an enormously high correlation between income and occupation and race in such assignments. Everything we do in school curtails occupational choice, whether we call it vocational education or whether we all it special education. All of these are means by which we limit occupational choice, and until such time as a kid has a right to expect something from his investment in energy, I don't care how we differentiate staff.

The second thing a kid has a right to expect is to learn to be much more compatible with a democratic system. Being a citizen in a complicated society is a very challenging task. Nothing we do in the school prepares students for that task. In fact, the school is incompatible with democracy, and no system can prepare a person for a job that is incompatible with that job.

Every institution starts with a bill of rights. Students have no rights. Sometimes they manage to get by under a sort of benevolent dictatorship, but, by and large, they are at the mercy of the system. It is possible in a so-called free society for a kid to get thrown out of school because the principal doesn't like the way he wears his hair. That is happening every day. There are absolutely no rights for students, and, of course, the poorer you are, the more impoverished you are in terms of being able to deal with the system. You might say that students have the right to have their parents take them out of the public schools and put them in a private school in order to augment their education. The schools are not prepared for judicial, legislative decision making. In fact, they disregard that type of decision making.

The third goal of education is that it "turn on" cultural careers. The school should be a place that turns on kids, gets them excited about art, music, literature, science, history. This is not what happens in school. Schools are where students get turned off, where they lose interest in those kinds of things. As an example, take the teaching of English. If we played baseball the way we teach English we'd spend 12 years discussing an infield fly rule with no one getting to bat. And if you think we are bad in English, you should see how we teach history. All we do there is teach kids a bunch of lies. The credibility gap of historians exceeds that of our national leaders.

Do you know how we teach science—science which should give kids an opportunity to get real exhilaration from essential discovery? Halfway through the experiment they discover that they have to clean up. That is all they discover. All they learn in math, which is the simplest, easiest thing in the world to teach, is that it is hard. That is what we call curriculum. It's bad, and it gets worse every time we try to add to it.

There is no effort to deal with the real issues in school. School is a fraud. McLuhan is absolutely right. We have organized schools to be the place where kids go to have their education interrupted. And unless we begin to change that situation we are not going anywhere.

A fourth goal of education in a highly complicated society where 90 percent of us are going to live on 1 percent of the land in less than 30 years must be to prepare people to live with themselves and other human beings. There is no evidence that we have made any progress whatsoever in that direction. In fact, by every measure social pathology is on the increase. We have a greater incidence of drug abuse, a greater incidence of alcoholism, a greater incidence of suicide, a greater incidence of crime and delinquency, more racial tension. In anything that involves ability to live with oneself and other human beings, we are less adequate now than ever before.

On all the real issues, the school is irrelevant. Now we hear talk of what kind of staff we need to make a school relevant. We have to be accountable for everything we do. We have to justify everything in those schools every minute of the day. When kids ask a very relevant question, which they do every day: "Why do I have to learn that?" we have to give them honest answers. We have to stop being dishonest and irrelevant in our replies. It is irrelevant to tell a child, "Do it because I tell you. When I was your age, I didn't ask those questions." Or, "You'll need it when you grow up." That is not only irrelevant; it is a lie. There is nothing we teach in school a kid will ever need, and we ought to stop teaching it.

The most irrelevant education is taking place in schools of education. We don't have schools of education; we have a prison system. You do your time, you get your degree. None of the prevailing practices is defensible, but we have institutionalized them.

In the context of that, let's talk about differentiation between tactician and strategist. We need those kinds of people in the school. Let's talk about tacticians first of all. These are relatively low-level people, people who have minimum experience. In fact we now know through a variety of experiences that eight-year-olds can be effective tacticians with appropriate supervision. We now know that many of the things we require graduate teachers to do can be done as well by an eight-year-old. As an example, I am working in an experiment at Stanford in which we have everybody in the sixth grade working with somebody two years younger. We ran into some difficulty. There was nobody in the fourth grade who knew less than two of the sixth-grade students. Such a relationship could not enhance the feelings of competence of the sixth-grade students nor help the fourth graders either. We wrestled with this problem for a long time, and then decided we'd make the two sixth-grade students part of the administration. It has worked out beautifully. They take care of the assignments, the recordkeeping, make sure that people get there at the right time, monitor the classroom, and so forth. All those things we ask a principal to do are being done by two sixth graders who have been labeled as mental defectives.

So we know there are an enormous number of things that people with relatively little skill, training, or experience can do very well. We ought to be able to assign these kinds of tasks consistent with educational goals to persons with limited skill, training, and experience.

I would argue that about 80 percent of those persons we graduate from our schools of education in this country could be very good teacher aides. They would need a little help on their own in the classroom, but they could be good teacher aides. That is where they should be—serving as minimum-level tactical supports for students. They know a little more than the students, can share their knowledge and experience with the students, and can stimulate them to independent learning, but that is about all they can do, because that is all we prepared them to do.

Let's talk about the next level of instruction, a level that I would call a teacher assistant, a much higher-level tactician. This tactician should know an enormous amount about working with persons in groups. It is amazing how little our teachers know about group dynamics. In fact, in the classroom it is the teacher who facilitates the isolation of the nonlearnable, because they don't know how to work with them in any kind of group process. Certainly anybody with two years of experience should be able to handle groups.

We know, for example, from a variety of experiments that prisoners in a California correctional institution—persons with limited skill, training, and experience—within two years are excellent group leaders. They know how to handle groups and work with them in meaningful ways. They support each other rather than cannibalize each other. But we don't draw upon that experience at all.

With two more years—let's say the equivalent of a B.A.—we can talk about high-level tacticians, persons with a considerable amount of knowledge who supervise a whole staff of lower-echelon personnel, assign them on a differentiated basis to the kinds of things that need to be done each day. There are some days when a person with no more than a high school education could conduct a discussion before a fairly large group. Sharing information in a group this size is probably the minimal challenge of instruction—just to be able to say what one knows. Then there are other times when the teacher should work on an individual basis. The primary tactician would evaluate progress, have some idea of the use of media, and determine whether the program were consistent with the goals of education.

Then we can talk about the professor, who is primarily a strategist. He will plan for changes over time. He must be very sophisticated in evaluation techniques, be able to monitor what is going on, supervise the additional training that the lower-echelon staff will need to do a better job, continually incorporate into the educational process those new developments that at present don't get incorporated because nobody in the system knows how to use them. With such a staff organization we can talk about a school that is consistent with the world in which we live.

Let me talk for a few seconds about what a training model should look like. Higher education in this country was made obsolete with the invention of the printing press. It made sense to have the kind of schools of education we now have when there was only one book and people had to go to the book. But now books are relatively inexpensive, and we can bring books and instruction to the people.

If we are going to talk about any kind of educational training, we have to talk about domains of competence. What are the domains of competence a teacher must have? We can talk about lower-echelon domains of competence. There are at least three domains of competence we want people to have in order to teach.

We want them to have certain manipulative skills. That is, they have to do certain things. They have to operate certain equipment. This will be particularly true as education becomes more technologically sophisticated. They have to be able to project themselves before people, and that is a manipulative skill. They have to be able to fill out certain kinds of forms, project certain kinds of information—simple manipulative skills. These can best be learned on the job. By and large, it is an on-the-job learning experience.

The second domain of skill involves the underlying theoretical components of teacher education. At present, our courses in learning theory and child development have no practical application for the teacher. We have a number of other courses in psychological fundamentals which no one ever uses. If you think this is not true, that I am exaggerating, go into a classroom and ask the teacher, "Why did you do what you did?" "What principles of learning or principles of human behavior were you operating with when you did that?" The teacher's response will invariably be one of bewilderment, because theory doesn't translate into practice due to the way we train people.

As an example of another way of doing things, let me report on a project I worked with in which we attempted to teach theory to a number of disadvantaged kids in the classroom. Rather than organize it in advance, we did it the other way around. As one kid working in the first grade said, "I know what one and one is, but how do I catch that kid running under the table and tell him?" What are the group dynamics processes you have to deal with? How does motivation enter into this kind of phenomenon? What things do we talk about in learning that might explain why this person is doing what he is doing and how should you respond? If the student doesn't respond, we must look for new clues and bring in other basic theoretical components of human behavior. What the teacher learns from this particular instance can be useful in future situations. We can set up a whole level of understanding depending upon the level of functioning that the teacher is working at.

The third component, and one we obviously are spending no time with, is developing interpersonal skills—skills which make it possible for teachers to negotiate contracts with kids. With all our technology, ultimately education will always fall down on the nature of the contract, the interpersonal contract between student and teacher. We are not developing teachers who can make any kind of contract, particularly with the increasingly large number of kids who are disengaged from the educational process. In a society in which education is so crucial there is no excuse for the existence of an adversary relationship between a teacher and student. I don't care how disadvantaged kids are; they don't come to school to fight the teachers. They come to school to have the teachers fight them. It is the teachers who are declaring war on the kids, not the kids declaring war on the teachers.

How do we develop competence in individuals to negotiate contracts with kids? First of all, we have to talk about the subdimensions of the contract and how they should be taught. The first important subdimension is personal integrity. The teacher has to project that to every student. If you ask students—even student council members of the most advantaged high school in the country—"What is wrong with this school?" they'll reply, "We can't trust the teachers." What do they mean by that? They don't mean that teachers are evil or bad. They mean that teachers are impersonalized. They don't know the teachers as human beings. What does the teacher stand for? How does he relate to the student as a person? How does the student know where he stands with the teacher?

As a criterion for this, I ask teachers how many phone calls they get in the middle of the night from a student saying, "I'm in trouble." If you haven't had such a phone call from a student recently, you don't have any contract. The relationship teachers project at present can be interpreted as saying, "Don't call me in the middle of the night. Don't call me when you need me. I'm only there for you between eight and nine o'clock when I teach social problems; any other time I'm not there for you." That's no kind of contract. If we can't develop a contract, we are not going anywhere. You can't teach at the moment you are ready; you have to be there when they are ready. And you don't have to have five years of college to be a human being; there are a great many people who can relate to kids who have no college at all. These people are not necessarily a part of our educational process.

The second element of a contract is mutual sharing. A contract is a reciprocal relationship. The teacher's contribution is his willingness to share valuable knowledge and experience.

In order to do that, the teacher has to be able to convince the student that his knowledge is valuable. If he can't convince the student of that, there is no contract. Secondly, the teacher must in fact have enough knowledge to make it worthwhile for the student to sit around and have a relationship with him. Third, this knowledge must be transmitted in language the student understands. If the teacher cannot do any of these three things, there is no contract. My job in teacher education is to train teachers to do all these things.

Not only must the teacher project himself to the student as a human being, but he must also understand the particular "hangups" of the student. Rather than helping teachers be more adept in this art, we have equipped them with a set of useless mythologies. We talk about the inadequacies of students. There is nothing wrong with any of the kids; the fault lies with the school. There are three reasons why kids become disengaged from the school, and they are all controllable within the school.

Students will become disengaged when they have no feeling of competence. Therefore, we must do everything we can in the schools to make kids feel more competent. Every time we demean them by calling them incompetent, we increase the likelihood of their becoming disengaged. We do a great many things in school that tell kids they are not competent. We do few things to increase their feelings of honest competence.

The second thing we must do is increase students' feelings of belonging. The school is there for them. We lock doors and do a lot of other things that make students feel that school is not for them. It doesn't matter what group of students you talk to; all will say that the school belongs to the adults. Very few say, "It is my school."

The third thing a teacher must do is allow students a feeling of contribution. Students must feel that by going to school they are able to utilize their learning to help others. As teachers learn to handle these three gratification systems, most of the disengagement which we now attribute to factors outside the school will go away. But as long as we deal with mythologies, we will get nowhere.

Now, let us consider managament skills. The school of today is a complicated social organization. We don't know how to deal with complicated social organizations. Administration is a farce. We don't have any administration in the schools. We have nonadministration in schools. Essentially administrators tell teachers that they are absolutely free citizens to do anything they want, so long as they don't get into trouble. If they do get into trouble, the administrators offer no help. Until we change this situation, we will not have good schools. We will still have a bunch of independent people struggling desperately for survival, and the victims of that process are the kids. In today's world we can no longer tolerate that kind of irresponsibility.

I don't think any of us really has a sufficient sense of urgency, a sense of how bad the schools are and how fast they have to improve. We are going to have a lot of kids getting themselves badly battered this year, and many of them are going to die. A fantastic number are going to blow their brains out with hallucinogenic drugs. We have a widescale rebellion of kids with IQ's of 140 in almost every area of the country, and it is getting worse every day. Unless we talk about staff differentiation and making the school relevant we are not going to get very far.

Let me just say one last word. It is impossible to talk about immediately effecting all the changes that have to take place in schools. We have schools that, in effect, have to be almost completely rebuilt. We must realistically consider a strategy for implementation. We have to be strategists at that level, too. We can't completely tear down what we have; but we can talk about a strategy for change that is based on the establishment of a variety of beachheads. We can talk about support for those people who are ready to move. We can talk about a strategy that takes advantage of various approaches. On the basis of some sort of standardized evaluation strategy we can see what the relative merits of each are in certain situations. That is the way we have to proceed.

The EPDA has certain advantages, but in terms of the amount of money really needed to do the job it is a pittance. We can't afford to pass out money to everyone whether or not he has worthwhile ideas. That kind of thinking cannot be afforded on the limited money we have. We have got to talk about beachhead strategies and invest in the people willing to pioneer for it. We have to ask would-be project directors to articulate what they want to do in precise terms, and we must rigorously evaluate the different ideas as to their relative worth.

Many of the things I have said may be wrong. But they probably aren't as wrong as many of the views that they are designed to replace. In the process of testing them out, we will reach the next level of hypothesis and come closer to discovering how to do a job that must be done.

TOOLING UP FOR THE EPDA: A CASE STUDY

E. Brooks Smith

I intend to take an evolutionary approach to this problem; we have had the revolutionary approach. A number of the projects that Arthur Pearl and Dwight Allen discussed seemed to me revolutionary or radical approaches. They have been showing us possible ways to break through, and I think we need this kind of approach. But I also think that now is the time for a synthesis of these breakthroughs in order to see if we can put the picture together. One way to do this is by an evolutionary process, by seeing if we can move forward by making strategic alterations in the programs we presently have, both in the schools and in the colleges and universities.

It would be just great if we could throw them all out, clean out the Augean stables and start all over again, but life is never that way. We have to start with what we have, and my proposal is to see if we can begin to think in these terms in considering education professions development.

The labels in teacher education are moving around as fast as the styles in women's skirts. Yesterday it was teacher training, and the day before yesterday it was teacher education, but today it is teacher training again. Tomorrow it is going to be education professions development. As everyone knows who keeps up with the grantsmanship gossip, the term *teacher education* is not very popular today; you'd best replace it with *teacher training* or *professions development* if you expect to make any headway.

Seriously, though, the times are too hazardous and too crucial for a battle of terms between the old and the new establishments. In the long run the new establishment has to use the old establishment to accomplish its ends. All should begin working together in the new frame of reference denoted by the term *professions development,* maybe the one which can embrace the two camps and bring national focus to the effort at improving the preparation of professionals for education.

Both the old and the new camps have a special focus which needs to be incorporated into a total concept of professional education. Teacher training, yesterday and today, deals with technique and accomplishment. Those who embrace this view see teaching as mainly a repertoire of techniques of possible behavior for managing a class, presenting new material, engaging pupils in dialogue, summarizing activities, and so forth. In the old days the teacher trainer talked about a bag of tricks. Today he talks about the utilization of various tools that make up the teaching act and the training of young teachers step by step into these essential skills. This is a great advancement.

Teacher education, on the other hand, describes the business of learning to teach from a slightly different posture. Its connotation suggests that the teacher should work from principles and concepts about teaching and learning which he gains through the study of child development, social psychology, philosophy, etc., and should relate these to direct experience in the school settings. The term seems also to imply that the teacher must be highly educated in a general way to take the position of an educational leader in the community. The teacher, as someone has said, always should be in a state of learning.

The term *education professions development* adds a new dimension and perhaps embraces both the other concepts at the same time. The added dimension stresses professionalism and continuous development. The "s" on "professions" is out of recognition of the differentiated tasks and various roles in the educational enterprise. Certainly, to be a true professional, as in law or medicine, one must be educated. One never hears the terms *medical* or *law training;* rather, one hears *medical education* and *legal education.* Training for the bench includes understanding law, society, and culture. Cases are analyzed not only in legalistic terms, but in terms of the values of society. Just so, the analysis of teaching acts must embrace questions of truth and value. Good microteaching can assist in such a process of professional education.

The term *education professions development* can be a useful one, and I found it so when I heard Donald Bigelow at the Austin Conference on Innovations in Teacher Education. It permits the planner of professional programs to consolidate and interrelate the education of all school personnel as never before. It also suggests the need for closer collaboration between university and school and other professional agencies. It forces one to look anew at the roles in the education enterprise to see if they are effectively delineated.

It seems to me that the way we should move in this evolutionary process is to alter some aspect of the program which will strategically affect other elements of the program. Those people who agreed with the alteration in theory will be compelled to move. Take the field experience component, for example. Speaking from a university department point of view, there are things that can be done to begin to move not only college personnel but school personnel as well into looking at the whole thing in larger terms. This sort of thing has happened when we have placed an undergraduate team internship structure in an ongoing school setting.

People seem willing to accept alteration of the teacher preparation structure much more readily than alteration of the classroom structure itself, because supposedly you are not tampering with the classroom; you are altering only teacher education. When the altered teacher education structure begins to function, it begins to force changes in the classroom setting and changes in the way the teachers are functioning. Resistance seems to wear off as people begin to get interested in the differentiated tasks that are developing in that team unit or module.

Conversely, the need for further changes becomes apparent back at the college, because the interns begin to demand changes in seminars and methods courses in view of their relationship to what they are doing. So we end up altering the curriculum area courses. When you have enough interns located in neighboring school settings, you can afford to take various related courses off campus and offer them right in the school setting. Once a course moves off campus into the school setting—even if taught by the same people—it begins to alter. Attention begins to focus, for example, on the inner-city problem in which several of these team internship modules are located.

One problem associated with this approach is that it postulates a new kind of school and school activity. But I still think the way to accomplish these changes is to get started with the teacher education program and begin to move ahead. I have a feeling that it will have a merging influence on other aspects of the program, especially if it involves some of the lively young teachers in the school setting and gives them an opportunity to carry out experimental work.

I think that our own operational experimentation should follow the flag, as it were, of the teacher education experimental projects, because if you carry your staff into those modules of teacher preparation, you then can carry into those modules the operational experimentation in curriculum. You may want to deal with certain language questions in the inner city, learning to read—this kind of thing. The college professors and school supervisor might work together in this teacher preparation module and begin to experiment and involve the interns and the student teachers, as well as direct teachers in the experimentation. We are beginning to see a little of this working in the linguistics area, and it does hold promise.

I think I'll close with the observation that there is promise if we will go to work and use an evolutionary approach to development in teacher preparation. Hopefully, this will influence the school setting in which these experimentations take place.

DISCUSSION

Chairman Nickerson: I would like to point out a few of the main points made in today's session. The first is that the EPDA will clearly force changes in staff differentiation, and this, as one of our speakers said, will be the major issue of the next decade. There is no question that EPDA will force changes in teacher training patterns. Elsewhere it was clearly pointed out that total change can really occur only at the in-service level. It just can't be done at the collegiate level, at the high school or elementary level. The EPDA has recognized that this is only possible at the in-service level, after the teacher is there and heavy feed-in is occurring. Some models were suggested, but it was quickly pointed out that these models are inadequate. Obviously, these are only partial models; you have to start with something.

Roy Edelfelt gave us some real arguments in defense of differentiation. This is going to be a continuing subject of controversy which we will meet in our work. There are great resistances growing out of unionism, growing out of our failure to want to be evaluated in our assignments. This idea is getting deeply ingrained in our society, and we as leaders are clearly going to have some responsibilities here.

Elsewhere, the EPDA is clearly a device to make risks more worth the taking. We will have to take risks, great risks, and out of this will come some failures and real dillies. EPDA is a major commitment to transition and to change, and without it we cannot move. With it, there are real possibilities.

A discouraging fact that was uncovered in today's session is that today there is no career in elementary and secondary teaching. In the course of the discussion which follows, we are interested in reactions.

Mr. Edelfelt: I would like to point out that there is a great deal of material—mainly TEPS material—available, some of it free, which may be of value to those present. Topics include differentiated staff; performance curriculums; school staffing patterns; *Man, Media, and Machines*; *New Models of the Teacher*; and *The Future of Learning and Teaching*. All of these are available from our office, as well as an annotated list of selected demonstration centers which employ some elements of what we call differentiated staff. We would be pleased in our office to fill your requests. Our address is 1201 Sixteenth Street, Washington, D. C. 20036.

Chairman Nickerson: Brooks Smith, will you comment briefly on the latest publication of AACTE, *Partnership in Teacher Education*. This has some bearing on our problems, because it concerns itself largely with the in-service level.

Mr. Smith: The importance of school-university collaboration has been amply stressed, and the Education Professions Development Act can't go far without it. In *Partnership in Teacher Education*, there are assembled a number of examples of how people have started to work together on an equal basis. (This is an important factor in speaking to university people: the school must be involved on an equal basis, with joint decision-making, if it is to work.) There is also in the book a discussion of some of the pitfalls that lurk in various approaches. There are also some fine little essays on the politics of partnership or attempted partnership and on the sociology of the situation. I think everyone will find it helpful as he moves into this new sort of activity.

Chairman Nickerson: Roy Edelfelt has asked me to point out that the Education Professions Development Act is authorization only as it now stands. Not a dollar has been appropriated. The cost of supporting the council or commission will have been paid out of the President's already allocated funds. This suggests that to the extent that you find value and hope and purpose in the EPDA you should take action back home to express your support to your Congressman either as an individual or through your association. Those of us who have been struggling for twenty, thirty, forty or more years to secure basic support for the preparation of new and better generations of teachers can't let this drop.

Member: I'd like to direct a question to Mr. Pearl. Mr. Pearl, did you pick the title of your talk or was the title assigned to you? In either case, I didn't hear you mention anything about new careers.

Mr. Pearl: Let me very quickly describe a series of negotiable steps, each step being a career landing. An entering aide is a career landing. That is, that position has permanence and increments for years of service. It is a clearly defined job that must be done in education. On the basis of experience as an aide, one becomes eligible to move to the next step, which I call a teaching assistant. Such a person should have an education roughly equivalent to two years of college. This position, also, is a career landing, with certain status and rights and privileges. But the possibility exists of moving to the next step, the teaching associate. These are the three levels of tactician.

Then we move on to the post bachelors degree and professionals, but requiring many more competencies of the professional.

I also discussed changing the whole nature of teacher training, of bringing at least 60 percent of the training to the person on the job. I think this gets away from the question of going from teacher education to teacher training and recognizes that we have to combine them both. That is the concept of the new career. It is the subject of a sequence of books Frank Riessman and I have been writing.

The latest is published by Free Press and is called *New Careers for the Poor*. However, you can find a much shorter version on social policy for the seventies, edited by Bob Theobald and published by Harper and Row.

Member: The EPDA is open-ended to the extent that it provides great flexibility for institutions or educational agencies to present new ideas. I have some concern, however, about the criteria to be used in evaluating ideas that come in and don't conform with the criteria. What are the criteria? And with the wide range of ideas that, I'm sure, will come in, how will these be evaluated?

Mr. Russell Wood (Bureau of Education Professions Development, Office of Education): The criteria are of several different natures. One is socioeconomic. We are allocating roughly a third of the funds to programs for the disadvantaged. That is one. Looking at it another way, in terms of the professions themselves, we have four or five areas within the profession itself that will have specific allocations to them, between 5 and 10 percent. These are for administrators, trainers of teachers. There are also what you might call administrative criteria. In other words, you pick the direction of your project, but you must show evidence that there has been adequate planning, that you are going to pilot the project. During the operating phase, we anticipate that local sources or other sources of funds will gradually assume what Dwight Allen called the transitional costs in educational change.

There are other types of administrative criteria—the mobilization of resources for the project. If local educational agencies come in with projects—and local educational agencies are eligible for the first time under this Act—they should demonstrate that they plan to work effectively with colleges and universities and the state department in the preparation and administration of the project.

There are other administrative criteria as mentioned earlier by Commissioner Howe and Don Davies. There will be emphasis on independent evaluation, and this is a very challenging task, as both Art Pearl and Dwight Allen have suggested. We really don't know how to evaluate things very well. If we supply the standard evaluation criteria, we may nip something worthwhile in the bud. So this is a very difficult thing, but an annual independent evaluation will be required.

Adequate provision for dissemination of a project's results so they don't get lost is another administrative criterion.

But I'd say, in summary, that the demonstration that high priority needs are being addressed and that effective mobilization of resources toward these needs is being made will be the overriding criterion. There are probably a dozen or so spelled out in the guidelines on what we call educational personnel development grants.

Member: Under earlier legislation, it seems to me that some projects were funded simply because they used the word *Goodlad* or *Anderson* somewhere in the text. Little else was worthy. I'm wondering if, in this new Act, the selectivity will be a little more sophisticated.

Mr. Wood: Grantsmanship is always part of a federal program or a foundation program or any other program giving out funds, and I don't think we will be immune to grantsmanship under this Act. In fact, by making it more flexible, we may be opening it up further to grantsmanship. We run the risk, on one hand, of closing it up to the extent that we set up federal priorities to cover the entire range of dollars available. Under that type of operation the funding would not be too difficult. On the other hand, when we make it flexible, we are opening it up to the people who can prepare the best proposals. I think that is a risk we want to take in the interests of flexibility. We will help in the development of proposals by making some consultation help available.

Unfortunately, we are not going to have much to give this year. We will suggest within your project proposals that you make provision for soliciting help from places other than the federal government. We are making provisions for small special planning grants. These are really directed at the 10 or 15 percent of the marginal institutions and agencies, at least in the first year.

I can't say that projects that contain magic names won't get funded, and won't get funded because of those names. We have to depend upon outside panels to review proposals, and, by and large, we take their advice. But we feel the positive effects of our flexibility more than offset the negative effects.

Mr. Pearl: I think we have to understand who has abdicated responsibility with reference to the question of funding of projects. It is the profession that has abdicated responsibility. It has failed to come out with clearly defined mandates, criteria, and crucial issues. A granting process based on popularity will always lead to a perversion of the aims of the program. So long as we are unwilling to move out of the mediocrity of our thinking, we will have this perversion process. This problem isn't as crucial when there is lots of money available. But, in view of the critical problems and the limited funds facing us now, it is an absolutely untenable position. As long as we sit back and are unable to come up with priorities of issues, ways of evaluating these priorities, ways of talking about what seem to be the critical issues that need primary testing, we will never get out of the bag we are in now.

Mr. Smith: I want to point out that I don't think we should always wait for federal and other funds. I think we should use our own resources and try to move in some of the directions that seem fruitful to us. In fact, many funded programs die because there is too much money in them. Programs operated with the funds we have are going to last much longer. I suggest that everybody try to move, whether they get a grant or not.

Mr. Allen: One of the funding principles goes back to need–efficiency ratio. The weaker the institution at the beginning, the lower the efficiency that will be required for that institution to get funded. The criterion of viability–how good the institution is–will be applied at the end of the funding period, not the beginning. In other words, we are deliberately trying to create a bias in the direction of helping weak institutions who are willing to overcome their weakness. This bias is built in so that the efficiency rating which, on most grants, will favor the well-organized, well-prepared institutions will be countered.

MEMBER: Everybody seems to be talking about very large, comprehensive, inclusive projects, all implying a massive movement. Don't we have to work with a developmental model, with most of us working with small points of initiative? Don't we have to have a more flexible model of management and organization than these global schemes of levels and numbers in each level? Doesn't each school system and each university have to work with those few people who can move in developing settings to provide small models, if you will? I hope this Act is not only for large models and large numbers of people.

Why don't you talk about small programs? Why don't you talk about what a few people can do in a school, rather than what has to be done by the whole school?

MR. PEARL: Any program has to be part of a strategy leading to change. Unless you have ambitious goals, you don't take any meaningful first steps. The Act, as I thought I pointed out, is a pittance. There isn't nearly enough money to do the job that needs to be done. Therefore, you have to start with small programs, but the programs should be part of a larger effort that is going to make a difference. There have already been expended relatively large sums—$2 million in Title I of the Elementary and Secondary Education Act—for which we can see very little gains.

Incidentally, we already have a great many persons employed as nonprofessionals in the school system—120,000 employed under Title I of the Elementary and Secondary Education Act. These persons are ill-used. They are operating on what can be best described as a plantation model. They get very little money, are offered few meaningful tasks, have no security in their positions, and are not trained because if we train them they may get uppity.

Now, if we operate under the "beachhead" concept I talked about earlier, we can consolidate our gains and move toward something. Both Dwight Allen and I lamented the fact that whatever gains have come out of demonstration programs in the past have got lost because there is no strategy of implementation. What we need is to add some glue money to the hard money funds for elementary and secondary education, primarily Title I, and to the components possible under the Economic Opportunity Act, to enable us to move a series of chaotic and fragmented efforts into something closer to a strategy. I think it is our responsibility to deal with it at whatever level is necessary to make it move. At least we ought to be putting our heads together to come up with common criteria so that we can say, "What kinds of courses go best with what kinds of courses?"

MEMBER: We've got a new decision maker in teaching, and that is the union. Here in Chicago we've got a union that delivered for its members a $1,300 raise. They succeeded because they applied a lot of pressure. They said, "We are all classroom teachers, and this is what we want." I'm just wondering, in terms of the differentiated teaching staff, what strategies are being thought about to deal with the union.

Mr. Pearl: We do have negotiations with AFT and the new career concept, and I don't think we are in too bad shape.

Mr. Edelfelt: I just want to underscore the point just made. I felt we were all talking about the importance of developing models at the local level. The kindest thing you can do at the national level is throw out some possibilities and then hope that there will be some adaptation and that whatever model comes out at the national level will provide some stimulation for thinking.

If you are going to look at differentiated roles in terms of responsibility and competence, you must discuss these terms as local people define them. My understanding is that the solution to this problem very definitely has to start at the building level before moving to the system level.

Education Professions Development for Urban and Depressed Areas

Chairman
Paul I. Clifford
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Panelists

Richard Graham
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George A. Finchum
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Barry Argento
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THE TEACHER CORPS: NEXT STEPS

RICHARD GRAHAM

Before I discuss the next steps of the Teacher Corps, I will tell you a little bit about what it is. It is a program to help school systems and universities get from where they are to where they want to be in some three or four years. The idea is that school systems want to make changes in the system of preparing teachers and in the school system itself. For example, schools may want to introduce the concept of a differentiated staff; perhaps train people for programed instruction or for individually prescribed instruction; perhaps send their staffs out into the community.

The Teacher Corps is a program for interns. These are generally college graduates—young people, often women who have raised their families and want to return to the labor market, people who want to take on a tough job and be trained for it.

In the Teacher Corps these people spend two years in a university—generally in a graduate program. At the same time they serve for two years in the schools, in teams of anywhere from five to seven individuals, under the direction of a team leader. The team leader is a master teacher, a person generally chosen from the school system to provide guidance and training for the team. The school system, the university, and the state authorities develop a Teacher Corps program directed to local needs. They get together and agree in advance on what they are going to do. This arrangement seems to work. The universities tell us that they are gaining valuable insights for their teacher training. The school systems as well tell us they like what they are doing. But, frankly, we really don't know what the next steps should be. The Teacher Corps is groping in its efforts to determine what it is and what it ought to be.

This program is going to be judged by how well and, I suspect, how long the people who come out of it teach. No one seems to know how long a person should teach. Some suggest that if he teaches well for two years it's enough, provided that he is replaced by someone else who teaches equally well. But is two years too short? Should it be 20 years? Should a person who is really prepared leave the Teacher Corps and go out and take some other job in education? We are going to look to you for some of these answers which we just don't have at present.

The purpose of this program is to help the school systems; that was the mandate given by the Congress. The second purpose is to enable colleges and universities to broaden their programs of teacher preparation. There are some school systems which know what they are going to do some four or five years from now. They know in advance whether they are going to undertake programs of teacher or programed instruction, individually prescribed instruction, or differentiated staffs. In such systems there is no question about what their new staff should be trained for.

At one time we thought that the Teacher Corps program should serve only those school systems which knew what they were going to do three or four years hence. However, there are many systems which really don't know what they want to do until they take on a program of this kind.

One thing we do know is that we are doing a very poor job of telling Teacher Corps candidates what they are getting into, and we suspect that this is also true of a lot of teacher preparation. These people are heading for jobs in the most difficult schools in the United States. Many don't yet know how to look into themselves to determine whether they are up to this job. But there is some promise that the Teacher Corps will help develop systems for testing a person's potential for teaching before making the investment in his training.

Now, the Teacher Corps program also involves the community. Nobody has clearly defined that involvement. There is a growing feeling (and certainly you will hear of this in all the other meetings you attend) that the schools must be more involved in the community. In addition, the schools must help to bring the community into greater involvement with the schools.

There is no question that the teacher who knows the community and knows what the children are facing at home should be able to reach them more effectively. But the question arises: How long should they then be engaged in this kind of work? In other words, once they acquire familiarity, is their time better spent in the community than in curriculum development, lesson planning, or other work of the school? So far the Teacher Corps programs have said "Yes," but we really don't know why.

In view of the fact that children's health problems that impair their learning can often be alleviated if the teacher will work with the parent in the home and in view of the educational disadvantage that many homes give children, schoolmen are beginning to say that a part of the work of the school system and the Teacher Corps interns should be involvement with the families in the homes. Another possible area of participation for interns and teachers is early childhood education, since much research has demonstrated the crucial nature of a child's first three years to his future intellectual development.

The following are questions on which we welcome your advice:

1. Should the Teacher Corps be used primarily to support or make possible local programs that seek educational change?

2. Should we train interns who will teach only briefly and then leave for other jobs in education or should we train only those who will make classroom teaching their career?

3. Where are the greatest needs and what should the percentage be in each of these categories?

4. How important is community activity, and what responsibility do teacher educators have for preparing teachers for an expanded role that includes the community?

These questions must be answered before new programs are developed. Recruitment and selection for new programs have begun. Interns are now engaged in community work in most of the major cities of the United States. But, in the interests of making these programs as well-directed as possible for work in school and in the community, we ask your help.

A CASE STUDY IN RURAL TEACHER CORPS DEVELOPMENT

George A. Finchum

It is my role to discuss specific programs in the Teacher Corps. I would like to say a few words off the cuff, however, before I get into anything I have prepared. I am sure you know what that means. It means I cannot be held responsible for what I say later on.

Most of our efforts in working with disadvantaged students are in urban areas. This is understandable because most of the disadvantaged children in America are in urban areas, but not all of them. The Teacher Corps is a program which is directed toward both urban and rural disadvantaged. We can perhaps see a lot of parallel ideas in the two programs.

If John Beck were to tell you about Chicago, I think he would say some of the very same things I am going to say about rural programs. Preparing teachers to work with disadvantaged children is an assignment which we all have no matter where we are. But some of you, perhaps, represent school systems, and so I want to say a few words about how the Teacher Corps operates within a school system, as well as what is done at the university level.

First of all, let me say some specific words about our school systems. The terrain and the wide dispersal of the population in a rural mountain school system in Eastern Tennessee are responsible for our unique Teacher Corps concept. We are presently serving two counties with a declining population. The area is characterized by old and decaying courthouses, houses, and schools. The area has been occupied for many years. The people are farmers rather than miners. Many of our people will move out of this area into cities. Some will end up in Cincinnati, Washington, Detroit, Chicago, and New York. Therefore, we feel that the concept of the Teacher Corps in a rural mountain area is rather unique and complex but, on the other hand, is related to the problems of disadvantaged in the cities.

Our schools range in size from one-room schools to large two- and three-room schools. We even have one high school that has 14 teachers, a principal, and a guidance counselor. This is our largest school. In all, there are 20 schools—3 high schools and 17 elementary schools.

The establishment of a differentiated staff pattern in these schools has led to the development of real team teaching for the very first time. There is a degree of teaching cooperation which I have not seen in these counties in 12 years of working with them.

Completely new is the role of the team leader. In our schools, the team leaders are above classroom teachers but under the principal, although not directly responsible to him. Team leaders in our rural schools provide supervision and assistance to interns in an average of three schools—because of small enrollments and the need to serve as many children as possible with each of our teams. The team leader serves both as a curriculum development leader and as a teacher educator in the same sense as the regular university supervisor of student teaching.

While our team leaders do not have individual class responsibilities, they certainly do teach within the team concept. When the team leaders, the regular classroom teachers, the first- and second-year interns, and the teacher aides provided by Title I funds are brought together, we have the working components of real team teaching, and we feel that this is very good for the students.

The interns who work with us are of two kinds. We have what we call first-cycle interns. These are the ones who are with us for the second year and are now fully certificated. Some of you not familiar with the Teacher Corps perhaps need to be informed along these lines.

Let me say that the Teacher Corps is made up of a team of people. At the top of the team is a team leader who has five years of teaching experience or a master's degree or, in most cases, both. These people have working with them anywhere from three to ten interns, and in our first step it is about six.

This year these interns are of two kinds. We have both first- and second-cycle interns. The first cycle would be the second year and the second cycle will be the first year. Those who are in the first cycle in the second year are now fully certificated teachers. Two of our first-cycle interns have taken charge of an eighth-grade section in our largest school and, with two new interns and their team leader, they team teach an eighth-grade section. This is the first team teaching experience in the county.

We have first-cycle interns now who are providing special courses never before offered to some of the secondary students. We have courses in psychology, speech, problems of democracy, geography, and journalism and advanced instruction in business education, mathematics, and geology. These have not been offered before and are presently being offered because the interns are competent to teach them.

In the elementary schools two interns are providing guidance and counseling services on a professional level. This is something that has never been tried before in the nation. We also have interns assisting the school reading programs and in special education, available for the first time in the school where we are working. We provide the eighth teacher in a seven-teacher school (with eight grades) in three different situations. Declining population has led to a declining number of teachers and, therefore, there are more grades than there are teachers. We are now able to have at least as many teachers as there are grades.

The new, first-year interns are likewise serving in many roles. The majority of them are teaching small groups. A few of them tutor individuals. We are providing assistance with reading, library services, modern mathematics, advanced science, and physical education. We are providing a theory of individualized instruction never before considered in these schools. (In many instances, teachers have been responsible for 34 students representing several grades.) We tutor individuals, teach small groups, and provide temporary relief to the much overworked teachers.

In the school where we have our largest team, we have made it possible for every teacher in the school to have at least one period per day for much needed planning. We have freed some teaching principals for a period or two each day so that they might better perform their role as schoolwide curriculum supervisors. We also aid disabled teachers in a few situations. In one case, a teacher who had difficulty hearing, but was otherwise competent, was assisted by one of our interns. In another, an outstanding young teacher who has been stricken with muscular dystrophy and is confined to her desk but still has much to offer her students is assisted by an intern who moves around the classroom and provides individual assistance which the handicapped teacher cannot give.

Our community efforts have brought about an increased concern for the student's out-of-school environment and activities. Increased home visitations and tutorial centers are just two of the more apparent activities. Both our teachers and the regular staff have visited in homes much more than in the past. We are operating four tutorial centers throughout the two counties.

We hope that we are bringing in the latest in methods, techniques, and materials. We feel the disadvantaged children in these schools now have the special attention they so desperately need. Yes, we get the slowest, the poorest, and the problems—but these are welcome. Indeed, these are the ones we desire.

I would now like to turn my attention to the university. What effect does the Teacher Corps have on the sponsoring university? Well, let us look at the East Tennessee State University program as a special case study.

First of all, the graduate school has been increased by several students from a wide variety of backgrounds. Twenty-eight institutions are represented by 30 first-cycle interns, and only 14 institutions are represented in the second-cycle group. The first-cycle group came from a wide variety of states across the country. The largest number came from Tennessee and Virginia because these are the states we are serving. With the second cycle, Tennessee had half the group and Virginia had nearly a third. In a Teacher Corps program emphasis is placed on local recruitment, and when you recruit locally, the variety of backgrounds declines. In the first program we had only three of our own graduates plus one each from several other institutions. However, in the second program we had 21 students from our university, which was roughly half of the 43. The others were divided among several colleges across the country. We insisted that no more than half come from our own area because we wanted to make the program truly "national." The most popular degrees for interns are in history, English, and business.

Now, looking back, what has this done to the University? We feel that the graduate program has been enriched by the presence of these students. Ten of our first-cycle interns should receive degrees in June of 1968. This indicates an attrition rate of well over 50 percent. However, as of this date we have had no dropouts in the second cycle. We attribute this to intensive recruitment and careful selection. Last year by this time we had already lost a third of our Corps members.

The 12-week, 15-hour preservice program is in itself quite an innovation. We are taking college graduates from a wide variety of fields and giving them the best of a teacher preparation program—at least the best we can. This program includes five entirely new courses: psychology, sociology, foundations, methods, and field teaching experiences. Each of these courses is team taught. This is unique on our campus. Two to four professors give their best in each course. Interdepartmental cooperation is at its highest in this program. We work closely with the departments of psychology, sociology, English, and reading.

Involvement of subject area specialists in teacher education is greater than before—both as consultants and interested observers. The noncredit seminar is an integral of the total program, not just student teaching. Universitywide support for the earn-while-you-learn aspect of the program is encouraged. Further, our University program provides for intensive supervision at a ratio of about six to one. Most student-teacher programs I am familiar with look for about a twenty to one ratio.

This program also involves a very high degree of public school-university cooperation. You start off with a joint proposal. Then you must work together continuously to make the program a success. The program also provides for multiple community involvement activities—home visitations, tutoring in local CAP neighborhood service centers and Vista Centers. The Blue Ridge Job Corps Center at Marion, Virginia, is making an interesting effort. Each day five Corps members travel 70 miles to team up with the regular staff for the purpose of providing basic education for 125 young girls who are training to enter health service occupations. Specifically, we are providing tutorial assistance to several young ladies who want to get their high school diploma by means of the GED test.

We also provide training in tutorial techniques—something not previously stressed in our education programs. Microteaching is provided in both pre- and in-service training. There is Universitywide support for the internship idea.

The University now supports the master of arts in teaching idea to the extent that many of us are now reasonably certain that liberal arts, science, and business graduates can be excellent teachers if trained within an internship program preceded by a short, but intensive, preservice quarter and continuing professional work during the internship. We have already developed several new courses for a state-approved MAT program and plan to offer the first degree in 1969.

As you can see, the Teacher Corps can certainly have an effect upon the teacher education program of a good university. We like to feel that these effects will help us do an even better job in the preparation of teachers for America's disadvantaged youth.

THE JOB CORPS: NEW OPPORTUNITIES FOR TEACHER EDUCATION

BARRY ARGENTO

I would like to give you a brief rundown on what the Job Corps does and then relate it to teacher education. Teacher education is not our specific business, but there are tremendous opportunities under the dissemination angle of our new legislation, and we would like to move strongly ahead in this area.

The Job Corps is a program of human renewal. This is very easy to say and very difficult to do. Our purpose is to enable young persons, necessarily the disadvantaged, to become more responsible, employable, and productive citizens. Our charge from Congress is to do this with an intensive residential program of education, vocational training, work skills training, and counseling.

In 1964, there were about 100,000 young people in the Job Corps. Congress saw fit to give us Title I of the Economic Opportunities Act, which has been amended several times. One of the finest pieces of legislation to come out of the 1967 edition gives us the following mandate: Conduct this program of human renewal in such a way that it will contribute to the development of national, state, and community resources and to the development and dissemination of techniques for working with the disadvantaged which can be widely utilized by public and private institutions and agencies. In part, this explains why I am here today. We want to become involved, and we think we have a program that can allow you to become involved. I would like to tell you about it.

The Job Corps has about 40,000 disadvantaged youths in its program today. Some of you have read of our financial cutbacks and the closing of 16 centers, but we are still there. We still have 120 centers left, and we expect to continue. We now have two-year legislation, and I think the program itself has settled down. You may have read about us in our earlier days, the problems we had, and so forth. However, those days are in the past, and I think we have something more to offer.

Actually, the name *Job Corps* is unfortunate. It is not really our business to get a job for anyone, because everyone knows that this can be done more cheaply and probably more efficiently in many other ways. However, that is the name we were given.

Our job can be summed up very simply by saying that we try to give the disadvantaged youth who volunteer for our program a new self-concept. Mr. Smith spoke of the importance of this new self-concept. I don't think it could have been put any more plainly or bluntly into a challenge or an indictment than Mr. Smith put it. We took up this challenge several years ago.

Educationally, we do things differently in the Job Corps. We have tried new methods, developed thousands of pages of new vocational materials, reading materials, and so forth, to be used by and applicable to this particular population. We have tried every possible motivational technique. After working with more than 100,000 students, we have a good idea which factors work and which do not. We have as much background as exists on counseling in residential situations.

All of these things are worth knowing for a person coming into the teaching profession. We have a living laboratory for the disadvantaged, and we would like to get you people involved again. We had some teacher programs during the early part of our career in the Job Corps. We have had 500 or 600 teachers college juniors and seniors working as teachers, counselors, and recreation leaders at treatment centers.

We have never turned down a work-study proposal. If any of you people have work-study money to go around and need places to put your people, we have 120 centers.

We have also sponsored intern programs on a small scale, and, thanks to the efforts of The American Association of Colleges for Teacher Education, we are about to embark on a new program with them to include five to ten universities and perhaps 100 to 150 student teachers who will do their practice teaching in a Job Corps center for a semester or longer, as the university sees fit. We think that this exposure is going to be valuable for them.

We have been working, through the National Education Association, with three projects we feel are applicable to teacher education. Project Interchange involved 24 teachers in four cities across the country—Detroit, Washington, Los Angeles, and Seattle. We employed six teachers as a team from each of the four cities in Job Corps centers for one year. These teachers have finished the year and are back in their school systems. We hope they are employing, distributing, and using our methods and materials as a sort of in-service training.

This year we have 17 more cities involved with teachers now working in Job Corps centers. We hope that next year they will move on to disseminate what they have learned.

This summer, in order to broaden our exposure, we will be working with the NEA on Project 100. We will hire, through the NEA, 100 experienced teachers from school systems across the country; give them a four-week period of intensive training; and then employ them for eight weeks in Job Corps centers as teachers or counselors. We will follow this summer experience with an educational conference in September to find ways of improving this type of program and to develop, if possible, a program for the future.

We have one other program going of which I am particularly proud. This is a paraprofessional training program for Corpsmen at the Clearfield Job Corps Center in Utah, with the Thiokol Chemical Corporation as contractor. The Corpsmen institute they have developed has been in operation for 15 months. There have been 125 graduates, all placed in school systems across the country as paraprofessionals in classrooms, recreational situations, counseling situations, and so forth.

This grows out of a six- to an eight-month course which uses the latest techniques, such as videotaping, microtaping, and internships. Remember, these Corpsmen came to us with a 3.5 reading level and a 4.2 math level just over a year ago. We cannot meet the demand for paraprofessionals. We have 200 in training and more than 500 placement areas waiting for them. With the education profession's developing interest in paraprofessional training, I think that this particular mode of training paraprofessionals is going to be of great value to the universities. We welcome your participation and will give you any information that you need on this topic.

In summary, we have a living laboratory of about 40,000 disadvantaged youth. There are many things we can do with them that cannot be done in a public school, because we have them 24 hours a day, seven days a week. We can use people to help us train these individuals, and we know that the training they get in our centers will be of great value in meeting the tremendous challenge handed to us today by Mr. Smith.

We welcome your participation, and if any of you want further information, I will be glad to furnish you any other information that you desire.

AN URBAN UNIVERSITY RESPONDS TO THE CHALLENGE

Paul W. Eberman

As Richard Graham said earlier, Temple University is focusing on the National Teacher Corps program. However, I am going to talk about other things that Temple is doing, because too often our efforts designed to meet the challenge of urban education are peripheral to what we do rather than central to it.

I think this is unfortunate. It is true, as Mr. Finchum indicated earlier, that occasionally we get a spillover into other aspects of our program, but too often we respond to the challenge only when there is an outside dollar available, meanwhile doing very little about strengthening and marshaling our own programs to respond to the challenge.

I don't want to sound ungrateful because I am grateful for every federal dollar which allows Temple University to do more than it could otherwise. However, I am certain that we can do many things without outside support.

My task is to describe some of the activities of the College of Education at Temple University in an effort to show what an urban institution can do in contributing to improved education for youngsters in inner-city schools. I will present only a few selected efforts for your consideration and then comment briefly on the significant aspects of each.

As I said before, I think that it is not necessarily essential that efforts focused on urban education be made only with outside support. Let me give you two illustrations. I shall start with our so-called "elementary program" for inner-city teaching. We have not one dollar of outside support for this particular program, which represents an effort to make preservice preparation for teaching more relevant to the inner-city context.

We identified approximately 80 interested volunteers from our elementary education population at the beginning of the junior level. Now in its second year, there are 160 in the program.

Some of the features which might interest you include the following:

We extended the degree program beyond simple participation in student preteaching experience and full-time student teaching experience. In each of the four semesters, our students are in associated specialized schools located in the inner city.

At the moment, we have eight associated schools, two each focusing on instruction in mathematics, social studies, language arts, and science. Each student teacher works in each of these four areas during the four semesters of his last two years.

We have school-based method instruction, accompanied by the development of materials centers in the schools, and the extended teaching is integrated both with method aspects for elementary teaching and with educational psychology and human development aspects. There is a very close tie with the principals and cooperating teachers who participate directly with us in the on-site instruction which takes place in the inner-city schools.

I have never had the sort of feedback from a local school system that this program has evinced in the year and a half of its existence. Principals tell me that their schools have demonstrated an unparalleled degree of enthusiasm as a result of the impact of the 20 to 40 student teachers coming into their schools in the course of a semester. They say that it is one of their best professional experiences.

The second thing we have tried to do is to some degree a spillover from the EPIC program. We have taken our regular undergraduate elementary education program and established student teaching centers in

16 different locations in Philadelphia, 14 of which are in the inner city. We are experimenting with a variety of plans for supervising the student teaching experience. At the present time there are four means of supervision. In some cases we have a full-time on-site college supervisor who spends all of his or her time in one particular building with a minimum of 12 to 14 student teachers.

Too often we feel that with respect to the student teaching experience we can utilize only the very best situations and that, therefore, we must be particular and highly selective about the cooperating teachers we use, and that we should prefer to put not too many students into a particular building. We have purposely gone in the opposite direction.

We feel that the impact this has on a school is one of the best means for tying preservice and in-service education together and for helping schools in the inner-city area to improve.

Secondly, if you send students—particularly young women—into the inner-city area singly or in pairs, they tend to be overwhelmed. However, with a group of 12 to 14, the students can be mutually supportive. In the two and a half years that this program has been in effect these student teachers have not experienced a single untoward incident.

Some years ago, the superintendent of schools of Philadelphia made the statements on several occasions that he never expected that a young white woman would teach in any of the inner-city schools. I say to you that we have somewhere in the neighborhood of 400 to 450 of them teaching in inner-city schools in a variety of situations. They are experiencing very little, if any, special difficulty.

Coming back to the variety of plans regarding supervision, we have certain situations which we have set aside. We have selected the cooperating teachers, and we have put them through a training program. Now the college supervisor comes on a consultant basis to the cooperating teacher, who has the major responsibility.

We have also selected five or six schools in which the supervision of student teaching is handled by the principal of the particular elementary school, who has been in a training program and who works with some consultation from the University. There are a few situations where we have a combination of college supervisors and principals.

We do not know which one of these arrangements is best in the long run, but we are in the process of evaluation and hope soon to have at least a partial answer.

Certainly, too, the problem of integration is relevant to putting students into inner-city schools. In the past we have tried to integrate children, but we have not integrated staffs. Almost all evaluations of past efforts to integrate have indicated that one of the best places to start integration is with the teaching staff itself. We feel that we are making a major contribution to this aspect of integration through our program.

We have on call consultant help, and we have materials centers in each of these schools. We feel that these efforts, carried out with no outside support, are making a significant contribution to elementary education—at least in Philadelphia.

We are not picking the best situations for student teaching. We are taking teachers as they are. However, we are discovering that the key person is not so much the cooperating teacher as it is the principal of the school, especially when the center concept is utilized fully.

We are demonstrating that the generally held belief that youngsters cannot survive in this situation is erroneous. They can and do survive. We are illustrating that preservice and in-service education can be tied together to serve both purposes. Too often we in teacher education institutions have failed to do this. We have seen preservice and in-service education as being separate. Despite our many contacts with the schools through our practical experiences, we have seldom utilized those same opportunities to solve the in-service problem.

Now, going on to another illustration of pertinent activity, certain of our efforts in response to critical manpower needs in the urban context have taken the form of specially designed fifth-year or graduate preservice programs. Some of these programs have been supported and some not.

We have a range of five-year intern programs, ranging from the National Teacher Corps program at the elementary level, which was discussed by Richard Graham, on up. For example, we have an Experienced Teacher Fellowship program designed to provide some beginning leadership for developing middle schools in Philadelphia. We have developed a junior high mathematics internship program in response to a particular need of the city. Again, we are developing a physical education internship to meet a very critical manpower need in the city.

We have in process two special education programs on an intern basis. We also have one of the oldest secondary internship programs in the United States. It is now 13 years old and turns out 220 teachers a year. The efforts of a major share of students in all of the programs are directed to the urban context. By no means am I saying all of them, because no university can afford to commit all its energies to the urban scene. But, approximately 70 percent of our students participate in very fundamental ways within the urban situation.

The junior high mathematics internship program illustrates one response to the need. Three years ago, Philadelphia, in examining its mathematics instruction at the junior high school level, discovered that only 120 out of 300 mathematics teachers at the junior high level were qualified to teach in that area. The city asked us if there was anything we could do together about this particular problem. If nothing else, this program demonstrates the very real possibility of partnership in support of teacher preparation programs between a major school system and a major university.

The junior high mathematics internship program presently enrolls 50 new students each year. The program ordinarily takes two years and two summers to complete, during which time the students are under supervision. What does the city do in conjunction with us? We determine administrative and recruitment costs for this program, and the city pays half of those costs. We determine costs in terms of the number of students on a 1:10 ratio for supervision. With 50 students, this means five supervisors. The city pays half of the salaries of supervisors. Because this is a difficult recruitment area, the city waives tuition for each student for the first summer and academic year of the program. This amounts to a tuition subsidy. Our tuition tends to be rather low because of our state-related situation, but at the present time this saving averages between $700 and $800 per student. This is in addition, of course, to paying these interns a full beginning teacher's salary when they enter the schools.

This program also represents a joining of the instructional, research, and service functions of a university. In the junior high mathematics internship program there has been a very real attempt to develop a mathematics curriculum for the students of the inner-city junior high school in conjunction with the national mathematics programs. Therefore, we have curriculum development tied into the program in a scholarly way.

Second, selected students in the junior high schools try out and evaluate the new program and materials, particularly with regard to some of the research.

Third, insofar as the service aspect is concerned, junior high school needs for instructional help in the particular area are fulfilled.

All this shows that the response to the challenge of urban education does not have to be inconsistent with so-called traditional university functions.

There is always the fear that we are going to spend our money to run city programs, and the city worries that it is going to subsidize University programs. They say, for example, that too much service is bad and that we ought to concentrate on dissemination and production of new knowledge.

If programs are structured appropriately so that all three of these things are tied together, then it seems to me that this will help us keep a balance in the performance of these three functions within the context of a large university.

It must be said that the partnership between a university like Temple University and a city as large as Philadelphia did not effortlessly come into being overnight. Gains have been made slowly. The partnership has not yet proceeded to its fullest potential with mutual benefit for both the University and the city. However, it has reached a point where our past efforts can be capitalized on in a much fuller sense than was true four years ago.

Finally, I would just like to tell you about something we are headed toward. We are now talking seriously about the creation of a model school district—not a model school, but a model school district—in an area surrounding Temple University. As most of you know, Temple University is in the heart of the inner city, where conditions are at their worst. We are talking about a district of some 25,000 children, to incorporate 20 or so elementary schools, five or six junior high schools, and at least four high schools. We would create within that district a number of special operations. They would include the creation of three laboratory demonstration schools—one at the senior high level, one at the middle school level, and one at the lower school level.

We are talking about the establishment at each of those three levels of what we might call, for lack of a better term, clinical teaching schools—places where teachers having difficulty could come for short or long periods of time to work on problems they were having with their teaching activities, places set up to provide opportunity for supervised practice with respect to the particular difficulty. We are talking about a whole series of joint appointments between the model school district and the university.

In one of the high schools we are talking about creating a so-called "magnet school." This is a concept I believe to be unique to Philadelphia. It entails the inauguration of a very special program in the whole area of communications, including the performing arts, to be developed and carried on in a new building soon to be built five blocks south of our campus.

We are talking about participating together in a range of special facilities, one of which will be to further the development of intensive learning centers to which selected children can be brought from a variety of associate schools for periods of anywhere from a month to a year; where diagnostic procedures will be built to identify particular problems; where there will be associated programs of instruction and CAI operations. Incidentally, if and when that comes into being, I am extremely hopeful that we can replace one of the school experiences in our so-called EPIC program with this as a highly specialized kind of experience.

I think, most importantly, that we see the necessity of extending the partnership between the city schools and Temple University to other related populations, including the rest of the University. For example, in the development of the communications magnet we are involving our School of Music, School of Communications and Theater, School of Art, and so forth. The Medical School is also deeply interested in the community, and we presume it would be interested in joining with us in terms of the health problems of a district of this kind.

We certainly are going to have to involve ourselves with a whole range of social and governmental agencies that have impact on this particular area, but, most important, we are going to have to involve ourselves in a very much more fundamental way with the community than we have in the past.

I heard someone say earlier that we talk about getting involved in the community but we don't know quite why and so on. I am sure of one thing. The model school district in the city of Philadelphia will not be realized unless that community wants it to be realized. That is certain. Therefore, the community must be brought into the plan; it must be clear about what it is going to do; it must have something to say about what is going on.

We are presently talking about acquiring Channel 5, which is a dangling channel in Philadelphia, and making it into a North Philadelphia channel for communications purposes, because communications is probably the most difficult problem of all, particularly with respect to the disparity of points of view that exist in the inner city at the present time.

From my point of view and from the point of view of the College of Education at Temple University, the model school district represents a culmination in the sense that we can take all of the various things we have been doing in the past and follow them to a definable point of application and, in conjunction with the other necessary agencies, finally achieve a new impact to help solve the problem.

In the past we have dissipated our energies and spread them out so thinly that much of what we have done has been a sheer waste of time and effort. If we could coordinate all of these things with respect to a particular area where problems are intense, then we would have some hope of doing something about them.

This then represents just a fragment of one urban institution's response to the challenges of teacher education. It is one which we sincerely believe will have long-range impact on the educational needs of at least one urban center. Our challenge to you is to join with us, if you have not already done so. It is not easy but it is exciting.

DISCUSSION

Mr. Robert Markarian (Springfield College): I would like to ask Dean Eberman a couple of questions about the associated schools he referred to. Are these connected with the university in any way? Are you thinking of setting up a separate district within this district—that is, do you have any direct administrative control of these? Do you contribute to their support in any way or are they exclusively supported by the Philadelphia school system?

Mr. Eberman: Let me try your first question first. The answer is that we have no fundamental administrative responsibility for these Philadelphia schools. Frankly, they were selected primarily on the basis of our knowledge of the principal who headed the particular school. Now, with respect to whether or not we pay anything for this—my answer to that is "Yes, we do pay something." For example, we put into each of these schools approximately $500 a year in the development of instructional material centers. Also, each of the cooperating teachers who work with us in the schools is given some free tuition. We do pay some stipend each semester, depending upon the degree of responsibility assumed by the school principal. However, even when all of these things are put together, the cost of this program is no more than our regular student teaching program, which is based upon a 16:1 ratio for supervisory purposes.

Mr. Markarian: You answered my second question about paying specific personnel. Now, my third and last question is about your on-site supervisors: Are these full-time faculty members at Temple University or are they Philadelphia people whom you hire part-time? In other words, who are the supervisors and whose people are they?

Mr. Eberman: When we started out, we had very few centers. For example, in the first year of our EPIC program we had only four schools. In the first year of our current program we opened ten. These were all supervised during the first year by full-time Temple personnel working full-time in the schools.

To digress slightly, all of you know that when you are an assistant professor or above you gain status by getting away from student teaching or practical experiences as soon as possible. I suspect this is partly because we don't reward it as we ought, and it may be partly because of the university context itself and how it feels about it. Now, my own long-term intent is that as we work in the context of a wide range of schools we are going to identify some really top-notch people with many years of experience who then will become associated with us on a joint appointment basis for this particular purpose.

One other thing that holds the program together at the moment is the fact that there is a jointly appointed official who is responsible for working with both sides in terms of keeping the arrangement straight. This individual happens to be an outstanding elementary principal who was selected to come in and work with us full-time. The city pays half of his salary for this particular job.

Mr. Warren Nelson (Central State University, Wilberforce, Ohio): Dean Eberman, I want to know what the rationale is for waiting until the junior and senior years to put people into active service in the schools? Have you considered, for example, putting them into active service in the freshman and sophomore years?

Mr. Eberman: Frankly, this is dictated by policy in terms of admission to professional programs. For example, in the beginning all students, irrespective of program, take a basic group of studies for the first two years of work. However, more specifically, as we think about the question of earlier involvement, a model school district, the number of schools we are talking about, the number of jobs to be filled, and the kind of help that is needed, we seriously consider marshaling all of those who indicate pre-education in terms of our units into a wide range of activities going from tutorial experiences through working with social agencies and the like.

This also allows me to make a side comment. When I mentioned on a recent panel in which several members of the North Philadelphia community participated that there is a potential in the undergraduate population on the Temple University campus for marshaling services from the secondary to more complex tasks of somewhere in the neighborhood of thirty-six hundred students, the head of a major communications organization in that area said, "That frightens me." This is one of the reasons we must make known what these thirty-five or thiry-six hundred are going to do, how they are going to participate, what the value will be for them, and so forth, in order to get the community to accept that kind of an operation. In the final analysis, my answer to your question is "Yes."

And now I have two questions for Mr. Argento, because I have been interested in the Job Corps for some time. Some two and a half years ago, when the Job Corps was in the initial stages, several questions were raised and a variety of possibilities was indicated which seemed not to fall on fallow ground.

As I understand the present issue, we are talking about something on an experimental basis—the utilization of a few Job Corps centers—to find out how it works with a few student teaching operations from a few institutions. Now, in terms of some of the programs I described earlier, why isn't it possible, for example, to develop a five-year program which would incorporate two years' paid experience in a Job Corps center so as to allow the student to support his work over the last three years of experience?

My second question has to do with the assumption upon which this is based: that working in a Job Corps center is good preparation for teaching in the inner city. If I am right in understanding that the kids in the Job Corps in many cases are drawn from the inner city and have already failed in that context and are what we might class—educationally, at least—as hard-core cases, then it seems to me that teaching in the inner city would be good training for working in the Job Corps, rather than the reverse.

Mr. Argento: In connection with the first question, I would love to be able to answer that positively. Five years would be a wonderful blessing, at least from the standpoint of the Congress. Unfortunately, however, we have been extended for a period of only two years, and this in and of itself represents a tremendous victory. We have been operating on an annual basis up to now. I am sure that Richard Graham could comment on the problems that such legislation develops. I think we will merely have to consider two years as the maximum that we are permitted to talk about, at least until we get a further extension.

In connection with your second point, I think the advantages I mentioned earlier on operational observation and functioning in a Job Corps center are still valid. You can take away some of the problems; for instance, you can put an intern into a situation where he can succeed without facing all of the problems of a ghetto school. Now, we know from experience that occasionally people who go into a ghetto school are frightened to death by the school and very seldom achieve success. We feel that the main thing here is that these people can be educated to do great things when given the opportunity and when their self-concepts are "turned on" and they are sufficiently motivated. I think this particular type of inspiration is really one of the best things that can happen to an intern teacher who is going to go into a ghetto situation.

Mr. Eberman: Let me ask you this question. Do you know what happens when the student goes back into the context he came from? In other words, even if he does succeed in his endeavor and you, in turn, put him back into the same situation that he came from, then how does that experience help him to again face those conditions?

Mr. Argento: Well, this is one of the things we hope to accomplish in the Job Corps. Up to the present time, it has been difficult to weigh our success. We have had to face the Congress in relation to how successful we were. For example, we have reported number of job placements, reading gains made, average length of stay, and so forth. Now, all of these factors probably are of some importance. However, I really don't know whether we can ever say we have succeeded or failed with a particular boy or girl. I guess we would have to look at an individual's lifetime to prove it, and we cannot look that far down the road. We don't know whether we have done enough to put a student back into the ghetto to fight the battle. We don't know whether we have given him enough to leave the ghetto and rise above it. We just have not been in existence that long. In this connection, I might say that some of our early figures looked good but, over the long run, I really cannot tell you. However, we are hopeful.

Mr. Bracey (South Carolina State College): I would like to ask Mr. Graham if one of the main purposes of the Teacher Corps isn't provision of the opportunity to provide instruction free of structure in which most of the programs operate?

Mr. Graham: Yes, the idea really is to enable both the university and the school system to develop a program that is suited to their needs. Much of what Dean Eberman was saying, I think, is part of the program that those of you who are running these Teacher Corps programs have developed. However, I increasingly doubt, despite the good opinion many have of their programs or of some of the Teacher Corps programs, that we are really producing teachers who are capable of doing the job needed in some of the schools. Earlier in the day someone told me, "Your Corps is in some pretty tough schools in our city, but not really in the most difficult." I asked, "Why not in the most difficult?" The response was, "Well, you really cannot do anything in those schools." That was the first time I heard that remark. Is this true? Do we believe that there are some situations so difficult that we cannot prepare people to teach in them? Perhaps Dean Eberman can answer that.

Mr. Eberman: I am not certain because I have not followed legislation closely in the last go-around. If the intent of the original legislation which set up the program was to loosen up the university structure and create new programs, this was violated to a considerable degree by part of the legislation, which placed strictures on the kind of program which would be developed—particularly with respect to the degree to which Corpsmen could become involved in the instructional process in the classroom.

I am sure that has been relaxed somewhat since that first go-around, but regardless of this I ask whether there should be developed legislation guidelines for such programs when no one has all the answers with respect to how this kind of teacher ought to be prepared.

I do want to add, however, that the National Teacher Corps program on our campus is having a very worthwhile impact in that we think we are learning how to orient the person who wants to work in the inner city. This is a very exciting part of our program, and very soon we will be translating our findings into our regular undergraduate programs.

Mr. Graham: Let me answer that one. The Dean has asked whether one is really confined to the program and whether or not one has the freedom that Mr. Bracey suggested. Well, it is our feeling that you do, and I say this for the reason that the restrictions as to what you may teach or may not teach in the classroom are really decided by you, the university, and by the school system with which you work and the state people with whom you must deal insofar as teacher certification is concerned. Those restrictions then are not part of the Teacher Corps, and in most schools you will not have the problem of teacher replacement because the other teacher will be delighted to share her class with one of the persons who is ready for the job. For example, in many cases, as in Philadelphia, second-year Teacher Corps interns are helping to break in first-year teachers in the classroom. By this time the Teacher Corpsman has his undergraduate degree and two summers of work, both in the university and sometimes in the school, and also one full year on the job. Therefore, many school systems are using these so-called interns to do very substantive work in the school.

In Philadelphia a great many returned Peace Corps volunteers were hired this year. These people have no formal teacher training in a university sense. Again, as I say, this is a part of the job of the university. If you select your people properly you have persons on whom you can build for the future in education, not just in teaching but in all aspects of education.

Mr. Eberman: My whole question hinges on the policy of replacing a teacher in the classroom.

Mr. Graham: Insofar as we are concerned, this question is open to broad interpretation—in some cases too broad. Occasionally there is a kind of exploitation whereby the intern becomes a substitute teacher. Therefore, it requires vigilance on the part of the university to make certain that what goes on in the school is consistent not only with the school's needs but with a good program of teacher education. As I say, that is up to the university.

Mr. Eberman: I take it that the other side of the coin is that there are some teachers on a long-term substitute basis in many of our urban schools who ought to be replaced.

Mr. Graham: The question of replacement is the question that I was trying to get at, frankly. In other words, can we define the selection procedure so well that in the course of three months preservice training—which characterizes this Teacher Corps program and some others—a person will become sufficiently aware of what his job is going to be and what his abilities are that he will select himself out at that time if he doesn't have what it takes? This is certainly preferable to being selected out later by school principals, parents, or children after one has gotten on the job. This is an expensive proposition, not only in terms of dollars but also in terms of the education of the children that this teacher will be working with.

Mr. Markarian: Let me say that I don't find the conceptual design at all hamstringing. However, I would like to cite three things that are very much so. One is that principals want to maintain a smooth-running organization at any cost, and this is one of the toughest things we have to buck. The second thing, amazingly enough, is the teacher organization itself. When an intern wants to take a group of youngsters away from the school, the teacher organization thinks that intern is going out to goof off somewhere and isn't going to work. This is really the attitude. The third thing has to do with the law. There is too much liability connected with taking children off school grounds; you just cannot run the risk of doing it because of this.

Mr. Eberman: I would just like to say to Mr. Graham that I would like to have the opportunity, via the National Teacher Corps, to develop an elementary internship program which would allow us to harness ourselves to the urban area where we are in the process of developing large numbers of schools.

For example, in the case of the projected opening of a new school, we could appoint the principal of the new school who would work with a college supervisor in training a group of seniors, say at the student teaching level, in one of our teaching centers. Both principal and supervisor would be acquainted with the building plans and any new facilities which would require special training. After training in one of our centers, the students would have summer experience in the city's schools. Upon the opening of the new school, the students would move in as the nucleus of the teaching staff.

This is the kind of program that should get support.

Mr. Graham: I think we are probably doing too much of this, but I would like to say that if you find the Teacher Corps program confining or restricting the intent of the Education Professions Development Act is to provide greater freedom. If we cannot do what we would like within the Teacher Corps framework, then perhaps we can do it in connection with this other. In other words, you can do it with the career ladder approach. If you were to develop a four- or five-year work-study program for juniors and seniors in college, or if you wish to begin earlier, as someone suggested, with juniors and seniors in high school, it is my impression this would be in accord with not only the letter of the law but the intent of the law.

Many of the programs, much of what you are doing, of course, preceded the program of the Teacher Corps and, therefore, will continue for a long time after this program departs. This program is merely supposed to help initiate and start things. If it works, if it is worthy of local fund-raising, it will be carried on. Our only resolve is this: that we will try to help you develop a program large enough to prove what you are trying to prove. Unless you have a program of some thirty to forty people in a university, you do not have anything. If you have only four or five, they get swallowed up. The results mean nothing. However, with a large group, you can develop something that is suitable for your institution. The same thing applies to the school system. Unless it has enough people to introduce something new, there is no program.

Secondly, we will attempt to have a follow-up procedure so that there is some continuity; that once you begin something, it will remain in your institution and school system long enough for this change to take. That will certainly be our objective in working together.

In the *Administrator's Handbook* published by the University of Chicago there is an article entitled "National Teacher Corps—Tale of Three Cities." In this it talks about what happens when you attempt to do something new in a system. It is suggested here that there are a lot of forces that are going to resist that change and technique of change and that this is only the beginning of the job. Perhaps, as has been suggested, you may be able to do more with a massive group coming into the school system.

Some of the universities which have participated in massive infusion programs have found that there is a kind of over-kill. If a university comes in and attempts to do too much in a school system, it just turns over the rest of the people in the school who have been holding things together for some time. There is some feeling, for example, that a small group of about five to seven people can do more within a school system, with the teachers and with the school principal, than can a lot of outsiders who come in with all of the answers, although change may be a little slower.

CHAIRMAN CLIFFORD: Are there other questions, comments, or observations?

MR. JACK HALL (Oregon State University): I was interested in the observations regarding the several strategies for organizing supervision within the urban schools. I felt he had some empirical observations as to which were more effective. Would Dean Eberman care to hypothesize and predict which he feels will be more effective in the urban area?

Mr. Eberman: Do you want me to talk without evidence?

Mr. Hall: Well, I think the whole point is that you have to be very careful in speaking without evidence.

Mr. Eberman: I think that contrary to developments and evidence to date as to the advisability of a full-time, on-site college supervisor handling the problem, this is going to turn out to be an unfounded conclusion.

Mr. Hall: You can demonstrate that?

Mr. Eberman: I think we will have the evidence, at least for this context. I think we are headed toward a combination whereby there will be a full-time outside supervisor for each pair of schools with shared responsibility with the principal and assistant principal. About half the supervision will be handled by the principal and the other half by the consultant-supervisor from the college. A training program for cooperating teachers will be built right in with it.

Mr. Hall: That is one approach I liked immensely. I wondered if you had anything other than a personal pragmatic observation to mention in its favor.

Mr. Eberman: I think the evidence will be available by July or August.

Chairman Clifford: Are there other comments or questions?

Mr. Hall: Assuming that the Job Corps has some potential for providing certain types of experiences for those in the teaching profession, in what way do the guidelines provide for the Job Corps' or one's colleagues' dictating the program so that it can be funded and so that there can be a sharing in funding of developed programs? In other words, is there is a possibility of doing this?

Mr. Argento: I don't think such an arrangement has ever been thought of.

Mr. Hall: You see, we are talking about sharing and then we learn that programs can't be funded together.

Mr. Argento: I don't know if there is anything at present that says we cannot fund together. We have been hamstrung up to this year because of the lack of a dissemination mandate from Congress. We have that now and it may be possible. You are the first to mention this to my knowledge.

Chairman Clifford: Perhaps each one of us should ask himself how fundamentally the Education Professions Development Act can effect change in terms of the kinds of people who mount our educational programs for depressed areas in both rural and urban areas? How fundamental are these changes? How different will be the teachers and other educational personnel who will emerge from these programs? How different will these people be from those individuals who have planned our programs in the past and who share with us responsibility for many of the problems which we all face today?

Development and Dissemination of Model Programs as a Strategy for Change

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BUREAU OF RESEARCH TEACHER EDUCATION DEVELOPMENT PROGRAM: RATIONALE AND OPERATION

HOWARD F. HJELM

The U.S. Office of Education, through its Bureau of Research, has launched an effort to develop complete and comprehensive instructional programs for the training of elementary school teachers. These programs are to include the preparation of preschool and elementary school teachers and are to contain both preservice and in-service components.

On October 16, 1967, a request was issued for proposals to develop educational specifications of model programs for the preparation and training of elementary school teachers. Any institution or agency having educational research and development capabilities was eligible to submit a proposal. Thus, the requests were mailed to nearly all of the institutions of higher education having teacher training programs, as well as to research and development centers, nonprofit and profitmaking research corporations, the regional educational laboratories, the state departments of education, some local school systems, and professional organizations.

January 1, 1968, was the deadline for the submission of proposals for the development of educational specifications for model elementary teacher training programs. Eighty proposals were received. The proposals were reviewed by an ad hoc advisory panel of field readers who advised the U.S. Office of Education on their technical merits. The proposals are now being evaluated on the basis of fiscal criteria by contract specialists within the U.S. Office of Education.

Contracts for the development of the educational specifications will be awarded on March 1, 1968. It is anticipated that up to 10 contracts will be let in order that the educational specifications of a number of alternative models may be developed. The final reports will be due on October 31, 1968.[1]

A criticism that has been made of the overall planning is that not enough time was allowed for the preparation of proposals and for the development of the models and their educational specifications. There is some validity in this criticism. However, a number of high-quality proposals were received, and it is felt that, with a concentrated effort during the summer months, the contractors will be able to complete their tasks by October 31, 1968.

The final reports from the first phase are to be used as a basis for the issuance of a second request for proposals for the development of complete educational systems for the training of elementary school teachers. The submitters of proposals responding to the second request will use the models developed in the first phase as a basis for the proposed programs to be developed. In order to be able to start the development efforts for the second phase in the spring of 1969, it was necessary to limit the amount of time allotted to the first phase. One reason for this is that a greater amount of time will be required to prepare the proposals for the second request than for the first request.

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[1] Contracts have subsequently been made with the following institutions: Florida State University; University of Georgia; University of Massachusetts; Michigan State University; Northwest Regional Laboratory; University of Pittsburgh; Syracuse University; Teachers College, Columbia University; and the University of Toledo.

One might well ask why the U.S. Office of Education is beginning this major development effort in the area of teacher training. Many advisory committees to the Office of Education have stated again and again that research and development in teacher education should have one of the highest priorities. Both Secretary of Health, Education, and Welfare John W. Gardner and Commissioner of Education Harold Howe II have stressed the need to invest in human resources and to give attention to programs preparing educational personnel. The U.S. Congress has also put a priority on this area through its enactment of the Education Professions Development Act.

Extensive development efforts have produced new curriculums, new techniques, and new roles that should be of value to teachers in the carrying out of their responsibilities in the schools. It is very imperative that teacher training institutions prepare teachers to cope effectively with these innovations.

The roles of the teacher are changing, whether it is in terms of the teacher as diagnostician, counselor, discussion leader, classroom manager, or stimulating adult model. If the concept of individually prescribed instruction is carried to an extreme level of development and capability, it could be the teacher who in fact would determine the educational goals and objectives for the individual pupil. All pupils would not be expected to master a standard course or program. The teacher would be reviewing and diagnosing an individual pupil's performance and, on the basis of such an appraisal, would be prescribing the next educational objectives to be learned. Will teachers be adequately trained to assume such a role?

Mr. Dwight Allen and others have proposed a system of differentiated staffing patterns rather than one in which all instructional personnel are at the same professional level. John Battles of the Metropolitan School Study Council, which is affiliated with the Institute of Administrative Research at Teachers College, Columbia University, estimates that in 1965 there were 100,000 teacher aides in the public schools.[2] He estimates that in five years there will be 250,000, and that eventually the aides will outnumber the certified personnel. Certain social forces currently at work within the teaching profession might conceivably cause the situation to be somewhat different from Battles' projections. However, it is probably realistic to assume that the employment of teacher aides is going to increase in the next few years. Thus, teacher training programs must prepare instructional staff to be able to cope with the different roles that various forms of differentiated staffing patterns will demand.

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[2] Battles, John. "Teacher Aides—MSSC Schools." *Exchange* 26: 3; December 1967.

The question might also be asked as to why this development effort is directed at the area of elementary teacher training and not secondary teacher training. The needs in both elementary and secondary teacher training are great. There is a current emphasis on developing programs at the elementary level to meet the needs of the educationally disadvantaged. And also there is at present an effort to extend free public education downward in terms of age of school entrance. This suggests that now is an opportune time in which to conduct some creative and innovative development efforts in elementary teacher training programs.

There is currently a great societal need to improve the effectiveness of educational programs which serve the educationally disadvantaged. The federal government has made this a number-one priority area in the field of education. Educational researchers have pointed out that major attention must be given to the earlier years of schooling if marked improvement in the educational status of disadvantaged youngsters is to be readily achieved. Many poverty programs, such as Head Start, Follow Through, and Parent and Child Centers, are attempts to respond to this admonition given by educational researchers.

Society in general is giving attention to extending public education downward to younger children, and this will be for all children not just the educationally disadvantaged. The Educational Policies Commission in 1966 stated that all children should have an opportunity to receive an education at public expense beginning at age four.[3] This has set a standard for the states and localities to strive to achieve.

A number of states, as well as individual school systems, are actively planning and working to provide public education to children younger than ages six and five. The New York State Board of Regents has just issued a position paper on prekindergarten education.[4] In phase one, from 1968 to 1970, it has proposed to expand and strengthen existing prekindergarten programs with special emphasis on increasing experimental programs. In phase two, from 1970 to 1974, it proposes to initiate and offer free public education to all four-year-old children whose parents desire it. In phase three, from 1974 to 1978, it has been proposed to initiate and offer free public education to all three-year-olds whose parents desire it.

One might well ask why they have settled on such large-scale research and development efforts instead of many smaller-scale efforts. The past research and development efforts in teacher education supported by the U.S. Office of Education have tended to be small in scale and not too numerous. Consultants have continually advised us that attention needs to be given to supporting large-scale development efforts that look at complete instructional systems and not just selected portions of them.

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[3] National Education Association and American Association of School Administrators, Educational Policies Commission. *Universal Opportunity for Early Childhood Education.* Washington, D.C.: the Commission, 1966.

[4] New York State Board of Regents. *Prekindergarten Education.* Albany, N.Y.: the Board, 1967.

Statements are being made to the effect that the innovative process in elementary and secondary schools is slowing down. It is being said that if real and significant progress is to be achieved, attention must be given to the programs of the total school, and not just portions of it. Could not the same reasoning apply to teacher training programs? Attention must be given to developing complete systems or programs and not just portions of them.

In developing the proposed program to fund development efforts in elementary teacher education, many individuals were contacted and consultative inputs invited. Individuals from such organizations as the American Association of State Colleges and Universities, The American Association of Colleges for Teacher Education, the National Commission on Teacher Education and Professional Standards, and the National Council for Accreditation of Teacher Education were contacted and consulted. In addition to the Bureau of Research staff, other U.S. Office of Education personnel representing various programs concerned with teacher education, such as the NDEA institutes program and the Teacher Corps, were consulted. In the early part of August 1967, a special ad hoc advisory panel was convened to review the overall program and to give specific advice on the request for proposals to develop the educational specifications for models of elementary teacher training programs. And in September, the U.S. Commissioner of Education's Research Advisory Council reviewed the plans for the program and details for the initial request for proposals.

The final reports for the contracts that are to commence on March 1, 1968, will be submitted on October 31, 1968, to the U.S. Office of Education. Each report will contain detailed educational specifications for a particular model program for training elementary school teachers. A great deal of scholarly effort will have been made in producing these reports. They should represent some of the best thinking at this time as to what high-quality elementary teacher training programs should be.

The Bureau of Research of the U.S. Office of Education plans to issue in the fall of 1968 a second request for proposals to develop complete programs for the training of elementary school teachers based upon the models prepared in the first phase. Support would be provided over a four- to five-year period and at a sufficient funding level to permit the development of the complete instructional and administrative systems as well as the fabrication of all of its components. It is anticipated that approximately three contracts will be made for the second phase.

The second request for proposals will limit the eligible submitters to teacher training institutions producing large numbers of elementary school teachers. Tentatively, a large producer has been defined as one producing at least 100 elementary school teachers per year. The second request for proposals is a new request, and the eligible institutions will not be limited to those receiving contracts to develop the educational specifications for the models.

An institution receiving a contract in the second phase would need to be extremely committed to developing and adopting the particular model program that it selected. Not only the administration of the institution, but a goodly portion of its educational faculty, would need to be committed to the new program if the effort is to be effectively carried out. It is not the purpose of the second phase to develop a program training an experimental stream of elementary education majors. It is anticipated that at the end of the four- or five-year development period the new program will have become *the* elementary teacher training program, or will comprise a goodly portion of it, at any institution selected for conducting the development work of the second phase.

As an institution develops a model program, it is assumed that the system will contain evaluation and feedback mechanisms. Thus, the model that an institution starts with is not to be a straitjacket inhibiting change in any features or components of the model. Model components that an institution is developing conceivably could look quite different at the end of the four- or five-year period from those projected at the beginning of the effort.

It is anticipated that an institution receiving a contract for the second phase will not necessarily be carrying on all of the development work with its own staff. It is unlikely that a single institution would have all the top-quality development staff that would be required to carry out all of the various aspects of the contract. An institution receiving a prime contract will secure the employment of top development resources from around the country through subcontracts for developing specific courses or subcomponents of the total system.

The funding for the development of approximately three different innovative elementary teacher training programs to represent the ultimate in excellence should provide some alternative programs for dissemination to other teacher training institutions. This effort should provide new and significant inputs into this most important area: the training of elementary school teachers.

INSTITUTIONAL RESPONSES TO THE BUREAU OF RESEARCH REQUEST FOR PROPOSALS

George E. Dickson

Howard Hjelm discussed the details and the expectations of the Bureau of Research for its teacher education development program. I will attempt to illustrate my university's response as part of a consortium of the state universities of Ohio, with a research team from the University of Toledo providing the leadership.

I want to mention my colleagues who were on the writing team: Richard Davis, Richard Sachs, Richard Eishler, William Weiersma, and

Desmond Cook of Ohio State University. Next I want to discuss how we did what we did and what the results were of our particular efforts.

You are all well aware, I am sure, of the needs of elementary education in modern society. It's obvious that these needs require elementary teachers whose training is compatible with change. Teacher education has not kept pace with the requirements in preparing teachers for today's elementary schools. There has never been a formal procedure for relating what happened inside and outside the teacher's classroom to college and university teacher education programs. The dissemination of research findings from the university to the classroom has been for all practical purposes an unexamined process. For these and other reasons, it is necessary to plan a comprehensive program of teacher education which is relevant to existing and, hopefully, future conditions.

The proposal our consortium submitted undertakes to furnish a set of detailed educational specifications for the various components of model elementary teacher education programs. In doing this, it will be necessary to consider all phases of teacher education, from initial input through continuing education programs for teachers.

The model program and its specifications, in our judgment, shouldn't be parochial or limited. That is, the present structure of elementary education should not be continued, and local or national teacher education traditions need not be maintained. Any new, challenging teacher education model program produced should result in corresponding changes and innovations in the elementary school setting where the model is applied and its products placed.

The projected program of teacher education will incorporate the concepts of research and instruction units which have been developed by the University of Wisconsin Research and Development Center. It will entail a type of team teaching model which will differ from the usual elementary graded school in its self-contained classroom. It will require a coordinated design for preservice and in-service components of a continuing teacher education program.

Localism indicates the possibility of looking beyond ourselves and our assumptions about the education of elementary teachers to the patterns and products of parallel programs and other situations. For example, early childhood education has reached a considerable and very interesting state of development in Great Britain. I think we ought to look at it nationally.

It is possible that local or national efforts can be made more productive by going beyond national borders to examine new solutions to teacher education and elementary education. There is a national teacher training committee which has operated for five years in Sweden. They made a very comprehensive national study of teacher education which in a number of ways parallels the components that ought to be considered in any attempt to develop teacher education program specifications.

The project we have proposed will develop model programs containing specifications which will enable teachers to be prepared for elementary schools in general as well as selected subsets of the educational population. In order that this attempt make a continuing contribution to all aspects of the educational population concerned with elementary education, the proposers intend to develop specifications for two basic populations concerned with elementary teaching.

The first group includes those individuals who are prepared through undergraduate programs for elementary teaching and enter the teaching profession upon the attainment of the baccalaureate degree. These people must experience continuing education to support their introduction to teaching and continue to grow in service. This group is usually referred to as teachers preservice.

The second group includes those individuals currently teaching who need additional education in order to improve their personal competence and become better able to cooperate with teachers from the first group. This group is usually referred to as teachers in service.

It will also be necessary—in order to ensure the success of both groups of teachers—to prepare specifications to provide necessary experiences for college and university personnel who will be involved in instructing these groups and for administrative and supportive personnel who will be coworkers with these groups. Supportive personnel in this context includes professionals and teacher aides. The final model then should be a development of specifications for a comprehensive teacher education program.

The model will be defined in operational and behavioral terms in order that it can be adopted and implemented by other institutions engaged in preparing teachers. Being comprehensive, the model will permit a broad application of these specifications to a total elementary education system. This approach, we think, will ensure that new and retrained teachers will receive intelligent and sympathetic support, thus minimizing the risk of failure. We feel that this was the great problem with most earlier programs; they failed because newly prepared people were thrown into the same old situations.

The procedures that we envision to accomplish our goals are as follows: The University of Toledo and associated institutions will design a program of teacher education which is relevant to the conditions described previously and which will include provisions for continuous evaluation and revision. The University has assumed the role of compiler and coordinator of this particular effort. The overall strategy consists of three stages: The first stage is the stage of designing and planning a program; that stage began October 16, 1967, and ended about the 29th of December. The second stage is to design the program. That stage begins March 1. The third stage, of course, is to apply the program.

During the first stage, or what we call stage one, the planning committee of five faculty members was created. It convened regularly to make necessary arrangements for beginning the project. The first thing this group did was to form a national and, in this case, an international

Steering Committee of 18 persons. Members were selected according to the stipulations of the proposals, and each member of the Steering Committee is a recognized authority in his particular field.

The second thing we did was to arrange for the cooperation of public schools so that we could utilize these schools in the last two stages. The third thing was to convene a unique, cooperative consortium of the 12 public higher institutions in Ohio which have programs of teacher education. I can assure you that this is the first time such a consortium has been devised. It may be the last, but it represents a real achievement. The fourth thing was to establish a consultant relationship with the Wisconsin Research and Development Center. We also established a relationship with Morell, the regional laboratory in Detroit.

The next thing was to negotiate the time for educational services and products. We had three consultants work with us: James Becker of Research for Better Schools in Philadelphia, the regional lab there; Desmond Cook of Ohio State; and Daniel Levin of the University of Missouri, Kansas City.

In stage two, the plan calls for the project director to implement the plans which were developed in stage one. This stage will apply all the necessary talent and resources to the task of designing educational specifications for a program of teacher education. A progression from goals for public education to specifications of a program to prepare teachers for the program will be a logical expansion for the most general goals and the most particular specifications. The principal product of stage two will be a complete range of detailed, educational specifications prescribing exactly what behaviors and what materials, personnel, and experiences are required for the attainment of such specifications.

Stage three, as I mentioned earlier, will entail the implementation of the results of the new program and the specifications which it will evolve. Although our plans for stage three must await the formalization of these specifications, we are doing some provisionary thinking.

Getting back to the matter of the elements involved in designing educational specifications, I want to discuss several factors we ought to consider in developing the specifications for a model teacher education program.

I'm going to talk about goals very quickly. There have been many attempts to establish educational goals. We were curious about what kind of goals college and university catalogs have specified for teacher education and education in general. We made a survey of these; I must say that the findings were very disappointing. We didn't learn very much, except on educational leadership and psychological factors which are broadly relevant. Nothing clearly exhibited any considerable degree of thought or refinement in the business of comprehensive goals for teacher education.

Our efforts to find suitable goals for education ended with the adoption of a list of goals which have been developed by the Committee on Quality Education for the State Department of Education of Pennsylvania. These goals were developed by the Educational Testing Service. Since we were denied time, finances, and personnel to do the job as thoroughly as we would have liked, we chose the list of goals which seemed to be the result of the most serious effort. The goals are on a priority basis, and they will be submitted to the Steering Committee for study and possible revision.

I will mention one or two of these goals to give you the flavor of them. We want to prepare teachers who will employ teacher behaviors that will help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society. The teacher should be prepared to employ teacher behaviors which will help every child acquire an understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

In order to provide a context in which to move from these goals to teacher behaviors, five primary factors have been identified. These components should not be thought of as the only factors combining or limiting the movement from goals to teacher behavior. However, they appear of prime importance, and in many ways they are definitely interrelated and overlapped.

Let me take them up one at a time. First, the factor of instructional organization. The instructional organization of an elementary school has undergone several attempts to change it from the self-contained classroom to some organization that is more economically and educationally efficient. We have decided that the type of instructional organization that we are going to employ at the outset is the research and instruction unit. It has been shown empirically to be an effective and an efficient way of providing instruction in today's elementary schools.

The next item is educational technology. Educational technology has a very broad meaning in the context of this proposal. It ranges from the relatively simple to the complex. It's quite apparent that any model teacher education program that is going to be functional when implemented will require provisions for the effective use of educational technology by the teacher.

The third contextual item is the contemporary teaching process. There is considerable discussion and controversy in contemporary education literature about learning theories and teaching processes and the relationship between theories of learning and theories of teaching. While developing the specifications, it may not be necessary to take a position on the relationship between theories of learning and teaching, but it will be necessary to consider the context of the contemporary learning-teaching process, in terms of both theoretical and tangible factors that make up this process.

Another contextual item is the matter of societal factors. The goals of the public school are subject to constant pressure. These influences are too powerful to be held in abeyance, and it becomes one of the concerns of the educational system to find ways to accommodate them even as the students in the school are taught to understand and cope with them. I am talking about such factors as the ideological conflict that we have today, the knowledge explosion, technological developments, population growth, population mobility, and so forth. Problems of urbanization and racial conflict loom large in education. These are a few of the many factors we must consider.

Finally, we have to think about goals in terms of the context of research. The use of research findings and the role of research in teacher education comprise another important segment of the context in moving from goals to teacher behaviors. Although teacher education research has not been adequate, we should consider experimental research within teacher education and also research outside teacher education per se. There is, of course, some useful research to consider in this case, and this brings us to the next item: teacher behaviors.

Teachers who complete a teacher education program based on our specifications will be expected to exhibit teaching behaviors which will facilitate the attainment of the goals described earlier. This demands that the participants become familiar with the specific skills involved in the teaching act. Further, they must become skillful in assessing and evaluating their teacher behavior so that these changes can be made. What a teacher does and when he does it must be determined before the knowledge and experience needed in developing these teaching skills can be ascertained.

It is the intent of this teacher education model that prospective teachers assess their behavior by such means as interaction analysis, microteaching, videotape simulation, and so forth.

The prospective teacher should demonstrate his competence in a number of behaviors and should evaluate and plan for his professional growth. The research on teacher behavior clearly indicates that knowledge about teaching is being produced which is both specific and generalized. Further, this knowledge can be translated into skills through appropriate training which is directly related to the classroom experience.

Next we come to the matter of developing behavioral objectives. In order to determine whether the goals of the teacher education program have been met, it will be necessary to state these goals in terms of behavioral objectives which are really the standards by which one judges if a teacher has attained the goals. The writing of behavioral objectives is a task sometimes neglected by educators, but it is a very crucial undertaking. The writing of behavioral objectives for this particular program will be carried out by the EFCO consulting firm. EFCO is a research design which is located in Albuquerque, New Mexico. The writing of behavioral objectives will be part of the second stage of this project.

The behavioral objectives which are derived from the study of goals of education together with the important influence of contextual considerations will be considered and evaluated in accordance with an indeterminate number of specific behavioral specifications.

There will be specifications developed for in-service teachers as well as for administrative and supportive personnel of various types. There will be specifications developed for continuing education. Of course, we endorse the usual notion of continued professional growth but submit that the preparing institution must continue to support the new teacher in cooperation with the employing school system. Here, I think, is where we differ from some of the previous thinking about continuing education. There must be specifications developed for college and university personnel. Frankly, I think these people have to be retrained to deal effectively in new programs of teacher education.

For lack of a better organizing element, objectives for preservice components are grouped according to current practices. This is not intended to define the current program. It's obvious that the current program is not going to serve our needs, and we fully intend to change it. A broad liberal education and content mastery are two components which require no justification.

The matter of professional education is the primary target of the project. It is here that we shall assign most of our behavioral objectives. It will also be convenient to further subdivide this component into a nursery and preschool section, a primary section, and a middle school specialization group.

Finally, we come to the matter of behavioral specifications, which are the point of the entire process. We expect that there will be a very large number of educational specifications developed. These will be prepared much as specifications are prepared by an architect for a structure. The specifications will include in each case a statement of the specific objectives, the material and time required, a treatment, and an evaluation technique.

I want you to get some idea of how the people in the project are related to the conceptual design. The Steering Committee and staff will deal with goals and the various contexts in which we consider goals; the consultants and the project personnel will deal with the area of teacher behavior. The consulting firm will deal with behavioral objectives, the components, and the specifications to be developed in the major areas of interest as developed by the Steering Committee. The consultants and the consortium of the Ohio universities will deal with the development of the specifications themselves.

Our design provides for and makes possible a total effort. Each stage leads to the next, with educational change the ultimate target. The final outcome will be an assessment of the composite specifications on which to base model teacher education programs for both preservice and in-service teachers.

The obvious criterion for evaluating the specifications before they are actually applied to an educational program is the extent to which the specifications reflect or are designed to meet the goals. Essentially, what this requires is a degree of internal consistency between the various components so that specifications relate adequately. The empirical evaluation of specifications will be a long-term process when they are actually implemented. This explains what we are up to, and further questions will be welcome.

WILLIAM WARD

The title of the proposal we submitted to the U.S. Bureau of Research is "A Competency-Based, Field-Centered Systems Approach to Elementary Teacher Education." It was submitted through the Northwest Regional Educational Laboratory. A consortium of 35 Northwestern teacher training agencies and the Northwest Regional Educational Laboratory, with the advisement of the advanced educational planning group of Litton Industries, the American Book Company, and the Department of Instructional Systems Technology at Chapman College, proposes to develop specifications for a competency-based, field-centered model elementary teacher education program (the Comfield program). The program will—

1. Define in behavioral terms the professional education curriculum for elementary teachers. This includes the behavioral definition of the skills or competencies needed by elementary teachers to perform specific instructional functions and the knowledge that is prerequisite to them. It also includes a personalizing component that links self-understanding and competency development into a highly individualized and self-referenced professional development program from the time of entrance into college through the two-year residency program, as well as a professional identity component that provides a source of pride and status to students in the teacher education program and that facilitiates the transition from student-oriented to profession-oriented behavior.
2. Provide systematically designed instructional programs or "instructional systems" which permit teachers to master their required competencies.
3. Provide the means whereby students of teaching can demonstrate these competencies under supervised laboratory, clinical, and internship conditions. Laboratory conditions are defined in terms of classroom simulation and microteaching procedures; clinical conditions by the student teaching experience; and internship conditions by a two-year closely supervised residency program. The means provided for developing teacher competencies are equally adaptable at both the preservice and in-service levels.
4. Provide a computer-based information management system which permits students to enter, advance, and leave the program, insofar as possible, at their own pace and on the basis of criterion performance measures. From this point of view the instructional program is performance-based and not time- or course-dependent.
5. Specify procedures whereby the competencies identified in the program, the instructional systems developed to bring about these competencies, and the means of assessing them are continuously evaluated and updated.

In addition to the competency-based, "systems" approach to instruction, the proposed model teacher education program has comprehensive support and management systems within it. The consortium proposes to develop specifications for—

1. An institutional ecology component that monitors and maintains an institutionwide environment that is supportive of the Comfield model teacher education program.

2. A community ecology component that monitors and maintains a mutually productive relationship between the larger community and the Comfield model teacher education program.

The consortium proposes to develop specifications for the management of the model program which will—

1. Detail the administrative and facilities requirements for implementing the Comfield model program in various kinds of institutional settings.

2. Detail the evaluation procedures required for the continuous assessment of—

   a. The effectiveness of the various parts of the program in bringing about their intended objectives.

   b. The achievement of the program as a whole.

   c. The desirability of shifts in program emphasis or direction.

3. Detail the cost analysis procedures required in order to obtain cost estimates for—

   a. The development, operation, and maintenance of various instructional systems within the program.

   b. The development and maintenance of the support systems within the program.

   c. The development and maintenance of the management systems within the program.

Two major sets of assumptions have guided the development of the Comfield model program: assumptions about the future of teaching and assumptions about the education of teachers in the future. Some assumptions about teaching follow:

1. Technology will increasingly supplement but not replace the classroom teacher. Several current functions of the teacher, however, will be performed more effectively by technological advances. Three of these are exposure to information, assessment of learner characteristics, and assessment of learner outcomes.

2. As the science of human development and learning advances and as the knowledge explosion increases, new classes of educational outcomes will receive priority. Foremost among these will be—

   a. Higher order outcomes within the cognitive domain; e.g., critical thinking, problem solving, and evaluative skills.

   b. Attitudinal outcomes within the affective domain.

c. Interpersonal competencies within the social domain.

Together they will aim for the development of committed, self-directed, competent learners who can relate meaningfully and effectively with others.

3. As the science and technology of instruction grows, new kinds of educational specialists will evolve. Three major classes of specialists will be—

a. The instructional designer; i.e., the curriculum specialist.

b. The instructional engineer; i.e., the instructional systems development specialist.

c. The instructional manager; i.e., the specialist in managing learning environments.

4. Accelerating cultural change, the information explosion, and the rate of technological advancement demand a personal capacity on the part of educational specialists for thoughtful and systematic change.

5. A realistic perception of oneself and one's interpersonal relationships with others is crucial for effective performance of the role of classroom manager.

Some assumptions about the education of teachers follow:

1. A viable teacher education program must center around predefined performance objectives (behavioral objectives) that lead to the competencies teachers need in order to function effectively in their emerging roles.

2. Instructional systems which have a known degree of reliability in bringing about specified competencies must be developed for and employed in a teacher education program. Competencies can be assessed at three levels of mastery:

a. Knowledge, as measured by identification, recognition, recall, and so forth.

b. Understanding, as measured by extrapolation, generalization, abstraction, and so forth.

c. Skill in application, as measured by performance under simulated or real-life conditions.

3. Such a program must employ an information management system which permits students to enter, advance, and leave the program, so far as possible, on the basis of criterion performance measures. This moves away from an instructional program which is time- or course-bound to a program that is performance-based.

4. Such a program must be adaptive or responsive to individual learner differences. Operationally this means such a program must permit students to move through it at different paces and in different combinations of instructional experiences that fit differences in learning styles and background. It must also accommodate different patterns of interest by permitting in-depth experiences in areas of student choice. All students, however, must demonstrate satisfactory performance on an agreed-upon

minimum set of competencies prior to their certification as competent elementary teachers.

5. Such a program must draw from, relate to, and be accepted by the larger educational community. Toward this end the program should—

a. Center around continuing, face-to-face experiences on the part of student teachers with elementary school children.

b. Involve experienced elementary school teachers and administrators in specifying the competencies to be mastered in the program.

c. Provide a preservice internship experience in the school in which the student will be working upon completion of teacher training.

d. Provide an in-service, continuing education program for both new and old teachers in the schools in which graduates of the program are placed. The continuing in-service program would be competency-based and would rely for its management primarily upon specially trained master or clinical teachers within the schools.

6. Such a program must also recognize and capitalize upon prospective teachers' capacity for substantial amounts of self-instruction. This can be considered as helping students learn how to participate more in the planning and the management of their own learning and assessment of their own progress. The aim will be to help students become active, continuous learners throughout their lives.

7. The overriding aim of a teacher education program must be the development of teachers who can create specific learning situations meaningful to specific children or groups of children in terms of each child's characteristics and experiences.

8. Throughout the program there must be an effort to help each student understand himself and to bring this understanding to bear upon all his educational and professional decisions.

The development of specifications for a functional model elementary teacher education program of the kind outlined in the Comfield model is a task of sufficient magnitude and complexity as to require resources beyond those generally found in a single institution. In fact, it is of such magnitude and complexity that it probably requires resources beyond those available to academic institutions generally. Because of this a consortium of colleges in the Northwest region of the United States (Alaska, Idaho, Montana, Oregon, and Washington) which prepare elementary teachers, corresponding state departments of education, the teaching research division of the Oregon state system of higher education, and the Northwest Regional Educational Laboratory have pooled resources in an effort to develop a model teacher education program.

In addition, the experiences and resources of Litton Industries and the Department of Instructional Systems Technology at Chapman College are being called upon to help in the development of the program. Litton Industries has indicated its willingness to contribute consultants to the effort. At all times, representatives from these groups will be serving in an advisory rather than a decision-making capacity.

Although moving to industry and to a regional base provides the resources needed to develop a teacher education program such as that outlined in the Comfield model, it introduces a great many difficulties in implementing such a program. New communication networks and organizational patterns have to be established; new loyalties and commitments need to be developed; new relationships and new roles need to be specified. In addition, the program must be acceptable to the faculty and administration of cooperating teacher education departments, to the faculty and administration of host institutions, to teacher certification agencies, and to the educational community at-large.

Enabling objectives include—

1. Analysis of an instructional system to determine those aspects of it that are effective and those that are not.

2. Evaluation of the appropriateness of the conceptual framework that underlies the instructional system. This involves the re-analysis of the relevance and ordering of prerequisite objectives in light of analysis mentioned above in paragraph 1.

From this point of view, measurement in instructional systems development is much more than simply "evaluating student performance"; it is an integral, inseparable, absolutely crucial part of the entire systems development process. Because of this, the quality of instructional systems is closely related to the quality of measurement that is associated with them.

Like the development of instructional systems, the development of assessment systems is a time-consuming, costly enterprise and requires a high degree of technical skill. Differential assessment systems have to be developed for the generalized performance standards and situation specific standards for each behavioral objective in the program. Also, performance measures for the assessment of differing levels of competency—e.g., recognition, understanding, skill in application—have to be established at both the *generalized* and the *situation specific* performance levels.

Because of the heavy assessment demands of the instructional systems approach, the availability to the consortium of persons with measurement competency is as critical as is the availability of the resources industry for the development of instructional systems. The participation in the consortium of the teaching research division of the Oregon state system of higher education provides this competency.

Operationally, assessment systems are developed much as instructional systems are developed and require the close interaction of the persons working at both tasks. Also, as in the specification of competencies, final assessment measures must be agreed to by the full range of educational personnel involved, even though measurement specialists are responsible for initial development. Insisting that both competencies and the means by which they are assessed be agreed to by a broad spectrum of the educational community increases the probability that a competency-based teacher education program such as that spelled out in the proposal will be acceptable to the education community.

The information storage and retrieval demands that accompany an individualized, competency-based instructional program—e.g., individualized pacing, placement, and selection of instructional experiences—are sufficiently great as to make the development of a computer-based system to manage it extremely desirable. Toward this end specifications will be developed for such an element in the Comfield program during the seven-month developmental period. Extensive computer facilities at Oregon State University, Washington State University, and the University of Alaska provide the capability for servicing the model program on a regional basis.

The instructional component of the model consists of four elements:

1. Objectives in the form of descriptions of specific teacher competencies to be developed.
2. Instructional systems which lead to their development.
3. Measurement systems which permit one to assess the level of mastery on each competency attained.
4. An information management system which permits the guidance and control needed for students to maximize the development of the teaching competencies required for successfully completing the program. (This includes a data storage and retrieval system to retrieve information about the students and the educational experiences available in order to make a more intelligent match between the two.)

All elements within the instructional component are interdependent and are linked programatically across time. In combination they provide an instructional sequence that extends throughout the professional education program.

Basic to the instructional program within the Comfield model is the instructional systems design model developed by Meredith Crawford at the Human Resources Research Office at The George Washington University (HumRRO) and applied widely in military programs. Translated to elementary teacher education, Crawford's model involves 10 steps:

1. Job identification within the elementary school system.
2. Task analysis of each job.
3. Specification of terminal training objectives.
4. Determination of the knowledges and skills required in performing each terminal objective.
5. Specification of training objectives for the specified knowledges and skills.
6. Construction of instructional programs to attain all specified objectives.
7. Construction of measurement procedures to assess level of attainment in relation to all objectives.
8. Application of the instructional system to elementary education students.
9. Application of the assessment procedures with elementary education students.

10. Evaluation of the effectiveness of the instructional programs in terms of the job performance of graduates teaching in the elementary school system.

Because of the complexity and value-laden nature of specifying competencies to be pursued, an essential feature of the Comfield model is a carefully developed procedure for specifying competencies. Central to this procedure is bringing together theoretical and empirical expertise which discipline specialists and professional educators can contribute to the task. Practical, situationally relevant expertise which public school teachers and administrators can bring to the task is also required.

Operationally, the procedure for specifying the teacher competencies to be pursued in the Comfield model program involves the following four steps:

1. Specification of a tentative list of competencies (behaviors) by discipline and teacher education specialists. These would consist of those competencies which are believed to be needed by teachers in order to elicit desired learning behavior on the part of elementary school children. In developing this list of tentative behaviors, the specialists will examine both research on teaching and models of the teaching act. Central to this examination are the major categories of knowledge and skill required by teachers as decision makers within the context of the classroom.

2. After broad categories of competencies are defined, specialists will then analyze the specific tasks to determine the terminal objectives and the prerequisite knowledge and skills needed to perform them within each class of competence to be pursued. While the knowledge and skills prerequisite to the performance of these objectives have been spelled out in detail at an initial level, a great deal more work is needed in this respect. Work on such matters as knowing and being able to use information about children as learners, the subject matter content that is to be covered, methods for facilitating such learning, and so forth.

3. After procedures (1) and (2) have been accomplished, discipline and teacher education specialists will come together with classroom teachers, administrators, and representatives of state departments of education to "test the validity" of the specifications developed by the specialists. Out of this forum will come the set of competencies that are to be used in the Comfield model teacher education program. They will not be a finished or a final set of competencies, for they undoubtedly will undergo revision on the basis of empirical tests or the shift of educational philosophy. They will, however, represent a first approximation to a competency-based elementary teacher education program.

4. After reaching agreement as to prerequisite and terminal competencies to be included in the Comfield program, decisions must then be reached as to the performance standards or criteria that are to be used in assessing mastery of them. This requires the setting of performance standards at two levels:

a. A generalized, situationally independent level to be used in the laboratory phase of the program.

b. A situation specific level to be used in the clinical and internship phases of the program.

A major difference lies in the application of these two sets of standards, however. The *generalized* standards will be administered by teacher educators within the laboratory program, whereas practicing master teachers will administer the *situation specific* standards in the clinical and internship programs. This permits the adaptation of performance standards to the reality demands of different instructional settings—e.g., different ages of learners, different backgrounds or abilities of learners, different subject matter applications, and so forth.

The major stages in system design for developing validated instructional systems follow:

Stage 1: The first stage in the development of an instructional system is to *specify the behavioral objectives.* If one is to achieve predictable learning outcomes from the instructional system being developed, it is crucial to know very precisely what changes in behavior are expected of the learner and to have defined standards against which his behavior can be checked to determine whether indeed he has actually gotten there. This is the place of behavioral objectives. Behavioral objectives are the very cornerstone upon which the systematic development of an instructional system rests; without them one need go no further. They are the sine qua non of instructional systems.

Stage 2: The next stage in the development of an instructional system is to *determine the enabling objectives.* Enabling objectives consist of component actions, knowledges, skills, and so forth that enable the student to attain the specified terminal objectives. Enabling objectives may consist of basic factual and conceptual knowledge serving as background information necessary to attain the terminal objectives.

The tool that we use to specify the enabling objectives and the necessary background information is referred to as "objective analysis," "hierarchical analysis," or "learning set analysis." For some terminal objectives, the enabling objectives may be arranged in a pyramid type of structure. In such a structure, layers of competencies are identified. The basic procedure is simple. Starting with the terminal objectives stated in behavioral terms, the following question is asked: "What kind of capability would an individual have to possess to be able to perform this objective successfully were we to give him only instructions?"

Certain assumptions must be made regarding what sub-behaviors the learner must acquire if he is to achieve the stated terminal objectives. These assumptions are based on empirical evidence, research, theory, and many times a seat-of-the-pants logic. They become the specifications that guide the instructional system prototype. At our present level of sophistication, one of the weakest links in instructional systems development concerns the assumptions underlying the determination of enabling objectives. For example, as subject matter properties to be generalized and discriminated shift from simple to more complex, the instructional process becomes more complicated.

A major problem in teaching the more subtle and complex concepts is in the analysis and definition of subject matter properties. Such analysis becomes even more difficult when semantic confusion exists and where there is disagreement among experts. Assumptions regarding what elements of knowledge or what schedules of reinforcements are required to enable the learner to attain the desired terminal behaviors of the more complex concepts are apt to be faulty and must be tested. Performance measures designed to test assumptions upon which enabling objectives have been determined improve the process of making the steps in the instructional system valid.

Stage 3: At this point in the development of an instructional system, it is necessary to *construct performance measures*. Criterion measures are necessary for determining whether the learner meets or exceeds the level of performance expected for each behavioral objective.

In instructional systems development, two important functions are served by performance measures that argue strongly that performance test construction be tied to Stage 2 rather than Stage 1. First, a diagnostic means is needed for determining the validity of various steps of the instructional system. By developing performance tests from enabling objectives, a grid system of tests is produced for assessing all parts and points of the instructional system to determine where weaknesses exist.

This also provides the means to determine where and when students should enter and exit the system. The second is related to the weak link in instructional systems caused by the assumptions underlying the determination of enabling objectives referred to above and the place of performance measures in overcoming this weakness.

Stage 4: The fourth stage in the systems design flow chart is to *identify the types of learning represented for each objective*. Once the types of learning represented in each objective have been identified, then strategies by which they can be made manifest can be systematically developed and tested. Such a function narrows down possible alternative strategies from which to choose in developing the product.

Stage 5: This stage is to *identify the events that provide the conditions of learning to occur for each objective.*

Stage 6: The sixth stage of the system design is to *identify the form of the instructional event*. That is, specify what form (verbal, visual, etc.) is to be used for the various types of learning identified to transmit the content to the learner.

Stages 7 through 11 are beyond the scope and intent of the present proposal which was in response to a request for proposals on writing educational specifications only. Phase II of the U.S. Office of Education plans will deal with these stages.

The set of educational specifications anticipated from this project will not be a finished or a final set of competencies, for they undoubtedly will undergo revision on the basis of empirical tests or shifts in educational philosophy. They will, however, represent a first approximation to a competency-based elementary teacher education program.

Six major outcomes will result from the development and application of the Comfield model program:

1. It will being to teacher education, and perhaps by example to all professional education, a degree of specificity and efficiency that teacher education has lacked in the past.

2. It will provide a far-reaching synthesis of the present technology available to education.

3. It will provide a far-reaching integration of the objectives of education at both the elementary school level and the teacher education level.

4. It will integrate as never before the educational resources of an entire region of the United States.

5. It will initiate change at all levels of education, including state departments of education, across an entire region of the United States.

6. It will unite the resources of the federal government, elementary and secondary schools, public and private colleges, and industry in an educational enterprise of great potential to all.

Swiftly emerging potentials characterize this modern technological society. Opportunities for children and youth are unprecedented. Research indicates that we must activate the abilities and aspirations of children early if they are to fulfill their potentials. It is to this end that we have designed our program for the preparation of elementary school teachers. The program is rooted in a respect and regard for the differences among future teachers. It recognizes that different people learn in different ways and at different speeds. Most of all, it recognizes individuality.

Our plan is bold. It is broad. It involves the resources and capabilities of a five-state region encompassing more than 960,000 square miles. It represents massive regional forces committed to helping American children realize their potentials in a free and responsible society.

THE TEACHER EDUCATION DEVELOPMENT PROGRAM AND THE EDUCATION PROFESSIONS DEVELOPMENT ACT: A VIEW FROM THE INSTITUTIONAL PERSPECTIVE

Donald R. Cruickshank

I have been asked to react to the various requests for proposals that have to do with teacher education programs from an institutional point of view. I want to react only as one person and not as a representative of the University of Tennessee.

One of the functions I perform at the University is to assist in the development of new programs in the College of Education, so we are very grateful and most interested and sympathetic with the U.S. Office of Education and the new and stimulating projects which have come out of the most recent legislation. We have chosen to participate in them whenever we could. We think they have caused more change or enabled more change to occur than anything else that has happened in the last twenty or thirty years.

I want to talk a little bit now about the various programs and how they have affected the University of Tennessee in a kind of case-study approach. In May of 1966, going back a little bit, Dean E. C. Merrill who is the dean of the College at the University of Tennessee said to the faculty that he wanted to appoint a committee on experimentation and innovation in teacher education and to charge them "to plan a program in teacher education which stems from a sound but somewhat different rationale from the present program. The experimental program which emerges may not correspond to or involve the format, courses, or laboratory experiences of the current teacher education program."

So, like many other institutions, we very recently have been engaged in looking at our program and trying to discover how to improve it. This newly formed committee was made up of a representative from each of 11 departments in the College of Education, plus a person representing the liberal arts interests of the University.

Very early the committee was charged with the generation of a rationale for the new program or some assumptions which would undergird it. One of the assumptions, to give you an example, was that a program in teacher education should enable students to experience the environment of a school in a very direct way early in their college career in order that they might make career commitments and decisions.

So, the committee went about its business in developing certain assumptions. As a result of many conferences between the spring of 1966 and the fall of 1967, many assumptions were explored. Finally a new program model was constructed and presented to the entire college faculty. After some discussion, the faculty, which numbers over 100, accepted the basic assumptions undergirding the proposal and the model which was developed from that set of assumptions. At that time the committee which developed the proposal was replaced by another committee which was charged with further development and implementation.

In order to develop and implement the pilot program proposal we undertook certain activities at the College in the University of Tennessee. First, we obtained a specialist in instruction and communication systems. Secondly, we obtained a specialist in instructional materials production; and, thirdly, we went about the development and refinement of the 11 pilot program components.

During this time a very major development took place: Within the Bureau of Research (Division of Elementary and Secondary Education Research), the teacher education development program was organized. In October of 1967 we heard of the request for proposals. It was quite coincidental that we were in Washington at the time talking with some people in the Civil Rights Title IV Office and we heard that such requests for proposals might be forthcoming. We visited with the people in the Bureau of Research and found that we had, in a sense, developed on our own the kind of model that the USOE was looking for. We were a little bit disappointed that we had jumped the gun and gone to the stage of model implementation rather than model development. But because of this and because of the experience we had had we thought that it might be interesting and useful to try to develop another model program.

The model program which we developed was accomplished without any support whatsoever. We thought we might be able to do a better job if we had some support. At this point efforts were again made to draft a proposal for submission before January 1. Several of the persons who worked on the proposal were in fact people who had worked on our pilot committee. All in all we have had 55 different persons in the College involved in some way in developing our model program.

You may wonder why we wanted to participate in the development of a model program under the Bureau of Research request. We had two reasons—one altruistic and the other quite selfish. First, we felt we had developed a great deal of knowledge in teacher education which we could share with others. Second, we had been through the paces, so to speak, and thought we were a bit wiser from experience. After having heard others describe their models, I can't help but note how optimistic we were with much less complex undertakings. Despite the relatively simpler nature of our model, we certainly encountered problems, so I wish them the very best of luck. It's going to be a most demanding, but worthwhile, experience that they will be going through. We believed that a better model could be developed with the resources which a funded proposal would provide.

On the selfish side, we felt that we had made a serious commitment to model program development and hoped our experience would be rewarded. Of course, it was also possible that the University of Tennessee model might be supported in some way through participating in the teacher education development program. So we went about submitting a proposal.

The Triple T Project which was funded out of NDEA funds and sponsored by the Division of Educational Training in the Bureau of Elementary and Secondary Education came on the scene in very late December. So, for the second time within a brief span, the University of Tennessee College of Education was asked to participate in a federal program related to teacher education. This time the request was to send a team of education professionals to the University of Georgia to begin the formulation of integrated programs to train for training educational personnel. Ultimately some 60 teams representing public schools and colleges were to develop position papers which all of us hope will be funded under the Education Professions Development Act.

Some of our major professors who were working on our pilot program at that time and had not too many weeks before completed writing a proposal for the Bureau of Research went off on the Triple T Project and gained a good deal more experience. Upon returning from a week in Georgia this group met with the entire faculty and explored the possibility of becoming involved in this teacher education training program which, by the way, we felt was an extremely significant development.

Since that time EPDA has come on the scene. It's been on the scene for several months, but it's becoming more and more critical. As I read the guidelines I see that the deadline date is June 1. The ground swell is here again for participation in teacher education programs. At any rate, because we think that EPDA is by far the most significant development, due to the fact that it is in a sense a coalition of training programs or an attempt to develop training programs, we certainly want to participate in this and we appreciate the opportunity that it provides to improve teacher education.

In the meantime, the pilot program has been somewhat slowed down. We are in fact tooling up for the Education Professions Development Act. This is going to involve a good deal more planning than any of the others because we feel that the Act asks us some very serious questions, such as What are you doing? and What should you be doing? These are valid questions, and I think they should cause all of us in teacher education to look at the institutional programs which we are processing students through.

The number, diversity, and variety of proposals and the timing of them have worked certain hardships on our particular program. This may not be true of any others, but, as I said, we have been trying to develop and implement our own project and participate in some of these others because we felt they were worthwhile.

In summary, the University of Tennessee would like to have an opportunity to assess its interest in preparing educational personnel, and we think the Education Professions Development Act will enable us to do this. Within our institution we want to ask what we should be doing and what kind of educational personnel we should be preparing. I will bet it's been a long time since we have asked ourselves that question.

We may have been preparing the wrong kind of personnel. We look to Washington and many of the national studies for guidance. We realize that the answer to that question will be based, at least in part, on the needs of the service regent which unfortunately is national, and so it's difficult to assess.

Once this master plan which we hope to develop evolves, we would like to have support in our efforts to develop educational personnel in line with the master plan. We hope we won't have to submit lots of uncoordinated proposals, as has been the case with much of the federal legislation. It's caused us either to get in the game or to stand on the sidelines and watch the game being played. We have chosen to get in the game and we feel that getting in the game has been very useful.

We think we have grown and we think that we have done something worthwhile with the funds made available. But we think a master plan will enable us to do a much more constructive job than these uncoordinated efforts.

From the University of Tennessee's point of view we hope that the U.S. Office of Education will make a master plan for the development of teacher education because we feel that this sort of master plan in the Office of Education would be useful to us, that it would in fact coordinate the many things that quite accidentally occur. We hope that a coordinated plan for those interested in teacher preparation develops in the U.S. Office and that all interested agencies or bureaus become involved in formulating the plan. The plan might include, for our guidance, statements of personnel needs, priorities, available alternatives, recommended personnel, and so forth. We might also recommend that universities and public schools indicate in what ways they could or would like to participate in this master plan. I am suggesting that this master plan take into account long-term concerns and that national needs or perhaps regional needs be stipulated. If we know what the master plan is, then we can determine at what point or to what extent we want to become involved.

We suggest that deadlines be removed. The Bureau of Research has been a leader in this respect by eliminating the deadlines for their cooperative research proposals. I am a firm believer in this for serveral reasons. It has been my experience and that of a few people with whom I have worked that if you set a deadline, you usually get something. However, it may be something that you didn't want in the first place. It is produced merely to satisfy a deadline, not to present an idea in its best possible form. I think the imposition of deadlines can work as a deterrent simply by the fact that many people might want to develop proposals but cannot do it in the period of time allotted. Therefore, they will not become involved in the development of proposals.

I would like to suggest that time restrictions on programs be removed. As I read the guidelines it seems to me that most programs under the Education Professions Development Act last for approximately eighteen months. I think this poses certain restrictions. So I suggest doing away with time restrictions on length of program. If a university needs five years to develop a plan for its personnel needs and the development of those needs, then it should have five years in which to do this.

I would like to ask that the Bureau of Educational Personnel Development address itself to the question of how this new Bureau can gain maximum participation, strength, and direction in the universities and public schools in meeting its goals.

There are many times when I think that a request for proposals should not be made to an institution. Rather, someone who is well-known, who has sufficient experience and time and career involvement in the area in question should be approached. He should be provided a group of from six to ten people to get together for a period of time and develop a model or a program or whatever.

Very often a particular institution lacks the resources and particular strengths in the right combinations. Other institutions may be able to fill these lacks, but often we can't get these strengths together when we are trying to develop programs. So I suggest that the Bureau address itself to how it can get the most out of the clientele. I think the clientele across the country is rich and becoming richer.

I would like to suggest that the Bureau consider appointing, on a short-term basis, consultants who can serve to develop imaginative approaches and arrangements to meet educational personnel needs in a coordinated fashion.

I would also like to say or recommend that colleges and public schools which have shown some initiative in the past be given opportunities to continue to be rewarded when federal funds are made available.

Speaking as a representative of the University, I feel that we have made quite a personal commitment to the development of a new program for the education of teachers. We feel that this commitment ought to be worth something unless it's a very bad commitment or a very bad show. We would be hurt if, after all of this commitment by 55 faculty members within our institution, we found that another institution which has made no commitment suddenly realizes two or three hundred thousand dollars to do what we have had to do out of our own resources. At this point I would like to recommend that the educational guidelines be very specific and very precise so that there is no opportunity to misinterpret them.

On first reading the guidelines it looks as if the sky is the limit, that all curriculum areas are eligible. But if you look a little bit further, you discover that there are all kinds of priorities. It's a little bit confusing. If the guidelines are as specific as possible, institutions won't waste time or energy in engaging in things which really have very little likelihood of being funded.

In the case of the Education Professions Development Act we hope that evaluation by an outside agency will be very carefully considered. Where are Stanford and Harvard going to find a university which can evaluate a program better than they can? It makes you wonder if educators are practical. I think this ought to be reconsidered.

DISCUSSION

Mr. Earl Armstrong (Florida State University): I would like to ask about the development of specifications and the harmonizing of the idea of making these specifications local or universal in their application and relating them to a particular region.

Mr. William Ward: We certainly spoke to this, and we decided that we would start from the specific and work out to the general, rather than go in from the general to the specific. Probably one of the biggest criticisms of teacher education in the past was that it started and remained very general. There was very little relationship between the general knowledge that was transmitted in the teacher education program and the application of that general knowledge to the kind of decisions that teachers had to make in the classroom. So, we chose to look at the specific behavior patterns of kids which were related to specific experiences and which could be provided by the teacher. We looked at specific teacher behavior patterns to develop a cluster of teacher behaviors and then develop instructional systems for those specifications. It would be necessary to develop enough of these so that the teacher could select an appropriate behavior for any kind of target population, whether inner city, Deep South, New England, or the Southwest.

Mr. James Page (Michigan State University): I wonder if in the past the trend has not been to assign particular proposals to the institutions which have demonstrated an expertise in that particular area.

It was suggested by Mr. Cruickshank that, in line with the systems approach, Washington might give us a plan and then each one of us could see where we might contribute the most. In that way we might not be putting an institution on the spot, getting it into the position where it has to go to other institutions or get into communication problems and so on. Maybe the question should be directed in two different directions: to Washington and to individual institutions. I would like to get a little comment on that.

Mr. Howard F. Hjelm: This is related to the coordination problem that was previously mentioned in connection with EPDA. There is a national advisory committee appointed by the President which will try to effect coordination of the training programs of the government. This advisory committee will take into account the NSF programs. I think the Triple T Project was directed to specific institutions. In our project it's completely open. It has a very broad scale.

We are interested in getting the best models that can be developed, and we aren't terribly concerned whether they are developed in universities or state colleges, regional labs, or nonprofit research corporations. We want the very best.

Mr. Robert Andree (Southern Illinois University): I am very much impressed with these models. I just wonder at what point the learner contributes to the development of the model.

Mr. George E. Dickson: Well, I think the learner will contribute to the development of the model when we can get into some application of the model. We could begin to do something in terms of making assessments about learners. We are limited in that we don't have forever to develop the model. The timing is awkward in some respects. For example, we tool up around March 1, which is a bad time of the year to shake people loose. You no more than start operating and summer is upon you. In most cases summer plans are made. Schools are not in operation for the most part. Then you must be finished by October 31, which is two months after school begins. In a sense this answers your question in terms of the development of the model. But I could see a great deal of student involvement in future development after we implement the model.

Mr. Howard F. Hjelm: Models will be developed and implemented. Certainly these models should not be regarded as straitjackets. An institution will try to implement the model over a four- or five-year period. There will be continual evaluation feedback and revision. I am sure that at the end of four or five years the model is going to look different than it did to start with. Built into a teacher training program should be continual evaluation, feedback, and revision—a very alive kind of teacher training program. There is a lot of room for flexibility and growth as we develop further research which can feed into the system.

Mrs. Mae Derby (State University College, Brockport, New York): I am interested in the fundamental concept behind the whole program. I may be mistaken, but I get the impression that in our efforts to develop the optimal system we are trying to get everything down to a program in which the learner can enter at any particular point, pursue his program with a minimum of help and interference from anybody else, and come out perfectly capable of handling human beings at the other end. I wonder if I have misunderstood this. Would we like to program and individualize to the point where we can do it without any kind of formal organization in terms of classes and things of that sort?

Mr. William Ward: No. The system that we are discussing says that if teachers in training can learn something best in a small group discussion, then they should be scheduled for a small group discussion. If they can learn best by interacting with a videotape alone, you supply them with videotapes. If it involves going through program sequences, you put them through program sequences.

This necessitates the development of a human being who can serve as an instructional manager in an individualized classroom.

We also see that the same kind of animal is necessary at the college level—that there needs to be instructional managers at the college level who help guide students of teaching through an individualized teaching program.

In an effort to develop an assessment procedure in relation to the humanizing element that we want in teachers, we are working very closely with the people at NTL and the people at the University of Michigan, as well as other people who are investigating the kinds of experiences needed to make people more sensitive about the human element in the educational process. If we are not successful in turning out more humane people than in the past, we will have to make modifications.

I submit to you that, taken in a negative sense, one of the most effective ways to humanize the instruction that is going on in the classrooms across the United States is to put a student in a room with a machine. At least he won't be subjected to some of the things that he encounters at the hands of some teachers. I think we have to look at the problem realistically and attack it with all the resources that we have.

Mr. Howard F. Hjelm: I would like to make a couple of comments. Certainly, as we look at the performance criteria, we will be thinking of content—the subject matter that the teachers should know. You can spell out some of the skills that teachers should have fairly well; others you cannot. You might put some of a program on an individualized program text that the student can move into and out of at his own pace.

Personally, I think that the student should experience a great number of modes of instruction while in college. The teacher teaches as she was taught. We hope that the teacher will experience simulation-type instructional programs, individualized program courses—a number of different kinds of experiences in her teacher training program—so that she will be familiar with these when she moves into the elementary schools where we now are trying to implement some of these things.

Mr. Elmer Ferneau (University of Tulsa): You don't find the program or the planning becoming diffuse?

Mr. George E. Dickson: Not at this point. It obviously could, I think. All have agreed to implement the model. Now, the implementation process will be gradual. Each institution will make a considerable effort at implementation of the model in conjunction with its local schools. Our school districts have agreed that they will participate in this development.

I think that we are seeing in Ohio that the consortium idea is an excellent idea, not only for a project like this but for all of the federal programs. I would much rather work with my colleagues in the state under this sort of arrangement than individually struggle with proposals which bring you a little here and a little there. It's a heck of a lot of work. I sympathize with the University of Tennessee; I know what they are talking about.

Mr. William Ward: I would just like to add that submission of ideas to your peers for approval is one of the best ways to improve those ideas. For years teacher education in the United States has been accused —maybe falsely so—of failing to produce a product that met society's needs. With a group of men and women in a consortium you get an intellectual stimulation and curiosity that you don't get on individual campuses.

Mr. Norman Dodl (University of Illinois): Mine is a question of curiosity. The complexity and magnitude of the two projects described is a little bit overwhelming. I am curious to know if, in terms of the total picture of projects submitted, these are representative.

Mr. Howard F. Hjelm: We received about eighty proposals. A small number were consortia. Others were different efforts, of a different size. Some of them were much less complex. I think we had proposals from profit-making groups, from nonprofit research corporations, small colleges, right down the line. Certainly, the Northwest Regional Lab and the Toledo effort are two of the largest consortia types that came in.

Statewide Efforts To Coordinate Programs Affecting Teacher Education

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JAMES KELLY, JR.
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THE NATIONAL INSTITUTE'S FOUR-STATE PROJECT

VERNON F. HAUBRICH

The National Institute for Advanced Study in Teaching Disadvantaged Youth was formed a year and one half ago. The members are William Kvaraceus from Tufts; Matthew Trippe from Michigan; B. Othanel Smith, Illinois; Hobert Burns from San Jose; Arthur Pearl from Oregon; Richard Foster from California; F. George Shipman from North Carolina; Bill Engbretson from Denver; Saul Cohen from Clark University; and myself, University of Wisconsin.

Our purpose is to stimulate experimentation and programs for disadvantaged youth throughout the country at university, local, and state levels. Secondly, to finance any experimentation which will provide such stimulation. Thirdly, to develop promising ideas for the profession, and, lastly, but most importantly, to disseminate these ideas to the profession.

In the first year, we engaged in a wide variety of projects, the largest of which was the institutional project in which universities and school systems defined new approaches on their own to the problem of teaching disadvantaged youth, of how they could mobilize their resources.

On the basis of the various projects that we held and some theoretical problems that came up in terms of teaching disadvantaged youth, we decided to pursue in the second year of our operation the Four-State Project. Now, there are some underpinnings to this Four-State Project. First, let me identify the states: Oregon, California, Colorado, and Wisconsin. The idea came to us when we discovered from Jack Hughes's office and other people in the U.S. Office of Education that various Titles of ESEA and other aid programs were developing in-service programs for teachers willy-nilly. In other words, they were developing programs that might be running thirty, forty, or fifty million dollars a year without a central focus, a central concern, a central theory.

Consequently, we had a meeting in San Francisco about fifteen months ago, and at this meeting we tried to look at the question of whether it might be possible for the National Institute to finance some experimental programs in which these funds that were flowing into teacher education on an in-service level might be identified within the U.S. Office of Education so that they could be better focused when they finally got to the state.

The idea was that the disbursal of funds to islands of change was not having an impact. We concluded that the central agency responsible for the development of these programs was the state unit, and the state unit was the unit we decided to work through in this kind of area position. That was the beginning.

Although the four states decided to go in different directions, they were not that different. In each of the states there is an effort to concentrate on mobilizing the resources with a statewide focus. Secondly, each program views teacher education as a continuous interdisciplinary effort involving schools, universities, and public agencies. In each of the states, the public school is the agency of control, and the state colleges and universities in one form or another have been contacted and are involved. Third, each of the programs is attempting to look at the question of the interest of the state through advisory boards. In three of the states, these advisory boards are not elected, but in the fourth they are. I might say that in terms of the process relationship which we are recording for the profession and the journals, there is an enormous difference between the question of going an elected route and going an appointed route.

Fourth, we are trying to look at the question of institutional, college-wide changes as well as individual program change. In other words, each of the states is trying to look at the question of mobilizing resources that run between programs as well as adding a program. Each of the programs is attempting to gain a commitment on the part of certain change agents within the state depending upon their unique focus. In other words, each of the places is looking to long-term commitments from agents of change, depending upon the focus they have for disadvantaged youth. These are the similarities that all of the four states share.

There are ways in which each of the programs is different, and I would like to identify these because the National Institute does not favor funding overlapping programs. Rather, it prefers to see programs funded which will yield the maximum amount of information for the profession and the people who might want to utilize it.

The state of Oregon clearly focuses on relating schools and colleges in an in-service demonstration. Arthur Pearl and Mark Milleman have organized a program in which they are actually going out to cities, with the joint cooperation of the state department and the university, and attempting to do in-service work. In a sense theirs is not a planning effort; they are engaging in an action from which plans can be derived for a total statewide in-service effort.

California has gone the route of planning from the start. They are examining programs now in operation and attempting to make an evaluation of these programs through a series of research techniques involving teachers, administrators, and local educational authorities. Their program is heavily evaluative in nature and is attempting to look at the successful Title I and Title III programs that have been underway for the last two years.

Colorado intends to look at the question of improving communication between certain power centers in the state. A large part of their effort includes looking at a reorganized effort on the part of the state department in terms of planning for disadvantaged youth. Wisconsin has as its mission a statewide comprehensive program that attempts to look at teacher education from the earliest times to the latest and involve the state department, the school, the state colleges, private colleges, including parochial schools, and the university in a cooperative effort.

There are certain unique things about Wisconsin. I will mention only three. First is its endorsement of a continuous training program, from which individuals can emerge with distinctively different kinds of skills related to disadvantaged youth. Second is the involvement of professional schools—medicine, dentistry, and social work—so as to provide individual consultation and teaching for administrators and teachers dealing with disadvantaged youth. Last is the exchange of personnel within centers for student teaching, both undergraduate and graduate, in which various colleges and universities can participate on an interlocking basis.

Each state is attempting to mobilize the resources within it so that children and youth will be better served by teacher education programs. In other words, instead of having competing programs at Oshkosh, at Platteville, and at Madison, we are trying to look at how we can best pool resources. If individual schools decided they would like to have a child psychiatrist to work with teachers in dealing with problems that children in the inner city or on an Indian reservation have, there wouldn't be sufficient resources to go out and buy that many child psychiatrists. However, by pooling resources, we would have the resources of a school of medicine's faculty available on a part-time basis for such programs.

That is just an example of what I mean by sharing resources and focusing programs on an interrelated, continuous program of teacher education. In the same sense Oregon is focusing on in-service programs developed on a joint basis. California is looking at the question of evaluating what it has and making recommendations. Colorado is considering the question of working through carefully centered power centers in the state and coming up with a plan of better coordination at that level.

We hope that the National Institute will receive valuable information from such a program. We also hope that the profession as a whole will look to states and their resources for developing similar plans, and that teacher education programs will be organized on a statewide basis.

I will be glad to answer any questions about the Four-State Project or the National Institute for Advanced Study in Teaching Disadvantaged Youth and its interest in these projects.

MEMBER: What is the chance of the Four-State Project reaching to more than four states?

MR. HAUBRICH: Well, this is clearly a pilot project. A thorough and complete report will be written, but, in my judgment, we can't expect every state to respond as the pilot states have responded. Certainly we must allow for a lot of individual differences. Don Davies made an extremely important point: that each state should be allowed to define its own problems and move from there. We are trying to provide a wide variety of models, rather than a single model. The Wisconsin program is clearly comprehensive. Colorado is clearly state-centered. California is clearly evaluative in nature. If the experience of these states can be helpful to, say, Kansas, New York, or Massachusetts, the National Institute will be happy to make this kind of information available so that they can start their own program along these lines.

Member: I may have missed a point. Does this involve training on the bachelors, masters, and Ph.D. levels?

Mr. Haubrich: No. Oregon is clearly in-service; California is evaluating all Title I-Title III efforts which are clearly in-service. The state program in Colorado is focusing on the question of coordinating power centers and that does not involve undergraduate programs. Wisconsin is clearly undergraduate and clearly graduate, but it is a continuously related program in which a person may have training in teaching disadvantaged youth anywhere from the first year of his undergraduate program to the seventh year of his program. We don't separate the idea of training for teaching disadvantaged youth from the total college program. The total program involves the School of Social Work and the School of Medicine and the School of Dentistry, because we feel these are the neglected areas in the training of teachers.

It is clear that Jack Westman, who is on our Advisory Board and the leading child psychiatrist in the nation, has much to tell the teacher educators and the prospective teachers in Wisconsin about some of the things that are incredibly important to children from depressed areas. I am excited about that prospect of involving Martin Leob from the School of Social Work. He is a coauthor of *Who Shall Be Educated* and is the dean of the School of Social Work. He is enthusiastically pouring staff, resources, and energies into this particular program. We have a social work input, a medicine input, and a dentistry input.

Member: Would you define *power center* as used in the Colorado context?

Mr. Haubrich: I am not from Colorado, but I understand from the reports I read that they are attempting to determine if the State Department of Education might not profit from having a person there who would coordinate efforts between deans and directors and professors in an effort to mobilize certain resources so as to provide an integrated program. This program is clearly focused on the question of whether or not the state of Colorado has a greater interest in disadvantaged youth than it has exhibited in the past. The state superintendent has clearly indicated he would like to move in this direction.

The Wisconsin program is clearly one in which the professions make it together or the program goes down the drain. The question is whether the people who run the schools, the state department, and certain agencies can come together and agree on a program. At Wisconsin we have almost bypassed the administrative structure. We are working almost entirely with professors. I am convinced that unless you mobilize the teaching staff of a teacher education program, the rest of it is superfluous. I have seen too many programs where deans sign their name and nothing happens afterwards. My feeling is that you have to get the people who are going to teach the teachers involved in the inner city or on the Indian reservation. If you don't, the game is over.

Colorado has moved the other way. They have said, "Let's see if we can get the various people who control programs together; then, we will get the professions involved." It may be a logical first step. At any rate the various programs should be of value to anyone else who might want to try the program.

Mr. Dwayne E. Gardner: Does the design of your programs provide for replication?

Mr. Haubrich: In some states, yes. Oregon's in-service program could be attempted in any state, as could Colorado's, California's, and Wisconsin's. The four states do not—and I emphasize *not*—exhaust the possibilities for organized state plans in teacher education. They are four distinctively different programs which will yield, we hope, some models for other people.

THE NORTH DAKOTA PROJECT

Ronald E. Barnes

A summary of the North Dakota Project is contained in a booklet which you may order through the State Department of Public Instruction in Bismarck, North Dakota. I will be talking essentially about Booklet Two, a personnel development plan which has come out of the Project. I want to discuss how we are carrying it out and about four more booklets that are in the process of being completed. In a few months, there will be a total of six booklets describing in considerable detail the comprehensive North Dakota Statewide Study. Two years ago the State Legislature asked Kent Alm, who was then on our staff and is now vice-president of Mankato State College, to undertake a comprehensive study of elementary and secondary education in the state of North Dakota. Funding for this was provided by the Legislature, by Title V of the ESEA, and by the University of North Dakota. The study was designed—

To consolidate and focus the energies of the state's 700 schools and universities in a dramatic new program of personnel development, research, and service.

To prepare and place 1,950 fully qualified and specifically prepared teachers into the state's elementary schools. This also entails upgrading the qualifications of 1,100 secondary school teachers and 1,400 special service people among the state administrator's special education counselors, librarians, and so on.

To place each of North Dakota's 144,000 school children in a reasonably organized and administratively effective school district, and to enlarge the scope, focus, and effectiveness of educational services offered by the State Department of Public Instruction through seven regional service centers by means of decentralizing and equally distributing around the state the services of the state department.

To upgrade the level of financial support for the normal and ordinary recurring costs of education.

To shift to state government the responsibility for the extraordinary cost of educational services.

To employ state funds to reward those local school districts that take the initiative to improve the quality and efficiency of their operations.

Out of the statewide study has grown a personnel development plan which seems to us a worthwhile project. We have been meeting with legislators, school boards, and school people across the state, explaining the results of the statewide study and talking about what happens next.

We felt that not only must we obtain data but we must also do something about it. Last summer we made a presentation to the U.S. Office of Education, which Mr. Dwayne Gardner represents, and talked about a plan for a new School of Behavioral Studies in Education to be initiated within the University. The plan calls for the concept to be implemented in state colleges in a couple of years. The plan is specifically designed, first, to upgrade the preparation of the elementary school teachers in the state who lack bachelors degree status; next, to prepare them with masters degrees in a new and different way; and, then, to move within a year or two to the preparation and upgrading of other special service personnel within the schools.

Let me describe what it is we have initiated within the University. This will be federally supported for the next year and one half at the tune of over four hundred fifty thousand dollars, and that is just for the new school. Other moneys, including Title III money, will be involved in the total program. In the new operation a student will have two years of liberal arts in the College of Arts and Sciences and then move into the new school at the beginning of his junior year and stay through the fourth year to obtain a bachelors degree. Then he will move into a masters degree program. This will entail a summer session, followed by a nine-month teaching internship, followed by another summer session; at the end of the 15-month period, a student should obtain his masters degree.

The emphasis is on two years of liberal arts—a good-sized input of the humanities and education in world affairs—plus education in rural and urban affairs, behavioral sciences, and educational technology. We feel that in a state as sparsely populated and with such distances between schools as North Dakota, we must implement to a considerable degree the tools which educational technology offers.

The new school will not be under the College of Education nor the College of Arts and Sciences; it will be a new entity within the institution and will have its own full-time faculty. By fall 1968 we hope to have twenty to twenty-two full-time faculty members in the new school. It will have a management or coordinating team of five people to direct the operation of the school. Because we need to do considerable research, we will have a team of five people with full-time responsibility for analysis and evaluation. They will study pupil-pupil and pupil-teacher relationships, as well as relationships within the community, what is happening within the University and to the University, and then, later, to the state colleges. They will also direct about a hundred masters and about fifteen doctoral candidates each year.

At least three members of the permanent faculty will be professors of humanities: in psychology, physiology, economics, sociology, cultural anthropology, education systems analysis, and so forth. For every 15 students we send out in their fifth year, there will be one clinic professor near them to supervise their work.

From 1968 through 1975 the University will take responsibility for graduating 800 masters degree people in this way. We will also enroll 15 doctoral candidates in the fall of 1968 who will be committed to go to the four state colleges in 1970 after they have satisfactorily completed their doctorates in order to replicate the program at the state colleges. Beginning in 1970 those who received their doctorates through the program, in cooperation with the staffs of the state colleges, will take over much of the program. We hope that by 1975 we will have prepared 1,150 masters candidates.

For the first year, we will be working with fifteen to twenty school districts in North Dakota. We have already been in contact with these school districts to discuss cooperative efforts. Fifth-year students—those with their bachelors degrees—will teach in the cooperating schools in teams of three, four, or five, working in nongraded teaching situations. These students will be under the supervision of a clinic professor, who will work with them, holding seminars, guiding independent study, assisting them with their research projects, and so on. The clinic professors will also work with the administrators in the cooperating school districts to upgrade their understanding of the program. They will also spend time with the school board, the community, and the other teachers to make sure they understand and see clearly what is going on in their schools.

As soon as possible, the State Department of Public Instruction will decentralize and move out into the seven regional service centers we have projected. This will put people out there where the action is and where the education process is taking place.

As mentioned earlier, we will move as soon as we can to training other educational specialists: counselors, librarians, and so on. We will get them out into the state schools as soon as we can. We will involve ourselves systematically in clinical research or experimentation through the analysis and evaluation team, the clinical professors, and the rest of the staff at the institution in order to find out what is happening in the schools. This will include methods of instruction as well as interpersonal relationships.

For every 100 masters degree candidates that we send out to the cooperating districts, we will get back 100 teachers lacking bachelors degrees from the cooperating districts. We "plug" these people into the new school at their level of preparation. Then, as I mentioned, in 1970 we move into the state colleges. The new school at the University of North Dakota will continue working with cooperating districts. While this is going on, we are hoping that reorganization of the districts within the state will proceed. This will reduce their numbers as our numbers increase. By 1975, if our goals are reached, we will have upgraded personnel in all of the school districts in the state. This will mean that all teachers will have at least the bachelors degree and a large percentage of them will have masters degrees.

Our curriculum will call for only six courses, and classes don't necessarily meet at fixed and inflexible hours. We may spend all day or a whole week in studying one topic. Only one of the courses will include lecturing. There is a good reason for this. If you are familiar with elementary education, you know that studies indicate that 60 percent of the time in an elementary classroom is taken up by the teacher talking to the students. We don't agree with that approach to teaching. We feel that the students will profit from a greater allocation of time to seminars, independent study, tutorials, and videotaping. It is important, then, to have a nongraded situation. We know some third-graders can get through to first-graders better than we can. Some of us are just too threatening.

No two students will go through the courses at the same speed or follow the same set of materials. Faculty and students sit down and individualize curriculum. The courses are described in detail in one of our booklets, but these are tentative at this time, because we may change this as we go along. We will certainly modify in the first year of operation, but this is the way it will look.

Internships, which we have always called *practice teaching*, will be of varying lengths of time. Not everybody needs the same exposure. Since approximately one third of our enrollment at any time will consist of experienced teachers, the need for practice teaching will vary. However, this does not mean that experienced teachers will not profit from internships which may be their first exposure to a nongraded situation.

This is the way the curriculum will work. If you want more details, we can get them for you. In any event, the new school is established. It will have its first class of 100 masters degree candidates in the summer of 1968; 200 undergraduates in the fall.

U.S. OFFICE OF EDUCATION PLANS TO PROMOTE COORDINATED FUNDING

DWAYNE E. GARDNER

Five of the eight major education bills introduced into Congress this year passed the 90th Congress, and I think they will provide some significant changes in the direction of American elementary and secondary education. The new legislation does several things—primarily with respect to states. It places more responsibility with the states. Edith Green put it this way:

> It places responsibility with state educational agencies in planning programs, in establishing priorities, in selecting personnel and in controlling funds.

This is an edict from Congress as far as we are concerned. The direction is clear. It increases authorization, and this amounts to six to nine billion dollars. It increases the appropriations for Title I, for example, about 13 percent; Title III of ESEA, approximately 40 percent. It also provides for advanced funding. I suspect you are fully aware of what I am talking about with advanced funding. In other words, one of our major problems is the delay in getting action on the "Hill" with regard to appropriations. Half-way through the year, we know how much money we have, and we don't know where to go from there. The legislation provides for funding the year before the actual appropriation. It also provides for the extension of existing programs which were to expire June 30, 1968. It provides for a two-year extension, and I think it is significant that there was bipartisan support for the changes in the program.

Let's take a look at the expenditures for elementary and secondary education. You will notice—and we hope to focus on this—the 8 percent of federal funds that go into elementary and secondary education of the nation. We are talking primarily about ESEA Titles I, II, III, and V and NDEA Titles III, V, VIII, and X.

What about the problems with the so-called "federal jungle?" What problems are created by separate legislative authority? First of all, there is considerable fragmentation; there is a failure to meet the most pressing needs; there is distortion of state priorities, where such exist. What is the challenge then? As we view it, the challenge to American education—particularly elementary and secondary education—is to consolidate, coordinate, and concentrate the separate grant programs, Titles I, II, III, IV, V of ESEA—you name it.

Also, we hope to simplify and to facilitate the participation of all locales and states in the federal programs. We hope to assist the states and local communities in planning more wisely, and we hope to assist states and urban areas in defining the role of the state, the role of the federal government, and, certainly, the role of institutions of higher learning.

Back in 1965 we asked the state education agencies to take a look at about nine hundred and ninety private program function items. Approximately forty-seven of these states said that a comprehensive plan was a very high-priority item. Forty-three of the states indicated that they needed either substantial or totally new development of their planning capacity. In other words, the states recognized the need for planning and the fact that they did not have the capacity to do it. They placed a high priority on both these items. This encouraged us to take a closer look at comprehensive statewide education plans. We began to work with some states and began to develop manpower within our office to assist states and, in some cases, large urban areas in the comprehensive plan.

What is planning? It appears to us that planning is the bridge between a fragmented federal effort in developing a total statewide plan—identifying voids, those places where the programs are not sound, where they are not coordinated—and an integrated package.

I suspect everyone has a different description of comprehensive planning, but for the purpose of discussion, we see it as a cycle. You might start with a collection of information which leads to a statewide analysis. Then, you would need to develop statewide strategies. This is very difficult to do. Then, program development must follow, as Mr. Barnes has indicated to you. You will need an evaluation program. I suspect evaluation is a continuous cycle, but at times you must focus. This leads back to providing basic intelligence and further collection and analysis of information. Of course, you will need a support system—the structures, money, and manpower to do the job. This is what we are suggesting to states. We are attempting to assist them in both financial and nonfinancial ways. Under the nonfinancial heading comes manpower from our office to assist states in the development of statewide planning.

What is packaging? The North Dakota Plan serves as an example of packaging. In the Office of Education we have 90 separate legislative authority programs. In the Bureau of Elementary and Secondary Education we have 27 programs. We packaged about eight different legislative authority programs under Title I. Some of these are discretionary at the state level. This means putting together all of the federal resources to effect a state-defined program which consolidates and focuses on the compelling and persistent needs of that state.

Packaging can come in many sizes—small, big, you name it. It may be progressive. We may suggest a small package like ESEA Title VI and EPDA. Then you might move to one a little larger involving NDEA programs or the vocational education programs. Eventually you might get to packaging involving federal programs, and we are in a position to assist states in packaging all federal programs.

An amendment to the Elementary and Secondary Act of 1965 permits the Commissioner to package federal assistance programs. What's the effect? Let's take a look at North Dakota. They went through a planning phase of about eighteen months, in which needs were assessed, critical programs were focused upon, and a program strategy developed. In the program development phase, they called for reorganization, a personnel development program, a fiscal reform program, and improved state leadership. As I recall, the North Dakota Plan is about a six and one-half million dollar program for the next three years.

In another activity we are attempting to eliminate a lot of the federal red tape. Packaging forces us to take a look at how all of the legislative authorities can be put together without violating the intent of Congress. We hope that with all initial state plans we will be able to satisfy Congress by requiring only a single application with no deadlines, one single review and evaluation procedure, and last, but most difficult, a single report—a report that is meaningful for us and the state. In this manner we hope to cut the federal red tape: a single application, a single evaluation, a single report.

Title III of ESEA with the new amendments, in our opinion, provides the opportunity to do some of this. First of all, Title III requires a state to develop a plan by August 31 of this year at the latest. This can initiate and accelerate comprehensive statewide planning similar to what North Dakota has done. Other states are actively engaged in that. We have another state about ready to submit a comprehensive proposal. It also permits a focus on the critical needs within a state. It provides for innovation; it provides for demonstration, as it did in the past. We think Title III will be a real opportunity for states which choose to go in this direction.

This is not to suggest that statewide programs are easy. There are many problems which are costly and complex. It is difficult to assess needs, to develop priorities, to develop a strategy, and put them all together. It takes considerable time for a comprehensive proposal to be formulated—18 months to two years. In my opinion—there are very few people with the degree of training and sophistication that I think is necessary for planning. We need a training program for educational planners.

Member: What effect will this have on the Title I, II, and III programs in existence, and are you going to use the same dialogue that you had in the past when you put them into one package?

Mr. Gardner: I don't know that I can answer that. We have had nothing but encouragement from the other programs. I think you can see the direction that a single application and pooling at the state level of all administrative funding will probably take us. For example, Title I is 1 percent of the funding for state administration; EPDA is 3 percent of Part B; Title III is now 7½ percent, with money for the advisory committee pools. This will probably lead us to the block grant, that type of thing.

Member: Aren't you in essence, then, doing away with local initiative and local planning and trying to create central planning so that individual institutions and individual school systems won't get a chance to meet their own particular needs as they see them?

Mr. Gardner: This is a very good question. We hope not.

Member: Is there any machinery in all this that provides stimulation other than the federal dollar?

Mr. Gardner: On the packaging, yes. The Commissioner can put some discretionary funds in it, which he did in the case of North Dakota.

Member: Is there any way to stimulate those states which thus far have done nothing? For example, the mini-grant came into existence in the area where I live because nothing was done about available funding. What effort is being made or what mechanism is built into this to stimulate or to bring pressures on those states which are not moving?

Mr. Gardner: There is nothing. That is what I was attempting to say initially: that the edict as far as we are concerned is rather clear. The impetus has to come from the state because it moves completely into the state at that time.

Member: I am all in favor of comprehensive planning. I just wonder how unequivocally statewide this is rather than regional or local.

Mr. Gardner: Well, you must have a broad base. Politically, I suspect this is the direction in which we have to go.

Member: You are telling me that this is pretty unequivocal, is that correct?

Mr. Gardner: Yes, I think so.

Mr. Barnes: That may be a little difficult for Mr. Gardner to answer. I think it is easier for us in a state to answer, since we work with local school districts. The Legislature in North Dakota was getting considerable pressure in terms of reorganization. The state has been reorganizing as a matter of fact for many, many years, but I think we still have too many school districts in the state. The Legislature was very concerned, but, rather than going on a hit-or-miss basis, it said, "Let's study this whole aspect. Let's not just study reorganization. Let's study elementary and secondary education in the state, the whole bit, school finances, personnel." That is why it is a comprehensive statewide study. So, the impetus for this came from the state.

When we made a presentation last July after completing a comprehensive study, the U.S. Office assigned a North Dakota task force, cutting through eight different divisions and agencies and titles within the U.S. Office. We worked very closely with the North Dakota task force team to develop our proposal, based upon our needs and the problems we had; they didn't tell us what our needs and problems were. It was a question of their responding to what we presented and what we said of the problems of the state.

Member: I wasn't as fearful of domination or control by the federal government as I was of domination by the conservative state college boards which could frustrate individual colleges or individual school systems that were willing to risk some innovative ideas. This would be the stumbling block. I am not worried about the federal government. It is too far away. If we have to go through state departments, I am concerned.

Mr. Barnes: One of the beauties of the study in North Dakota is, of course, that it combined the legislative research committees on education and budget, the state department of public instruction, the universities, and the state colleges. Now we are involving school boards with the cooperating districts and so forth.

There are a great many people who are eager to tell you why something cannot be done. It is the old problem we all face in terms of innovation, but I have found a great many people supporting this type of movement ahead. And I must say the response of the U.S. Office of Education has just been marvelous. It couldn't have been better.

Mr. Edward Pfau (Michigan State Department of Education): I have read the North Dakota Project. In fact, I grew up in North Dakota. What was going through my mind as I read it was that this seemed to be a plan to prepare a better level of manpower. This seemed to be the first focus of the thing. Curriculum development and program improvement are also involved, but I don't see this as restrictive. There is nothing here that is coercive. It is strictly up to the local district whether or not they want to take part.

Here is a way of providing a better-trained pool of people to man the schools in the system. But what bothers me is that if you take the various federally funded programs—primarily under ESEA—they make up about 5 percent of the state budget for operation, not for capital outlay. That really is just the top part of the federal "iceberg." We need to have program improvement and program innovation that is locally and state funded. Too often, such funding is fragmentary.

I want to go beyond this to inquire about the comprehensive facility grant plans that are now in operation in various states and the various stimulations given to planning for higher education. I think as a next step we must consider planning and some sort of a total package. Kids do go through some sort of an organized program from kindergarten through the university. I think we have only begun to reconsider this. An important ingredient in such reconsideration is to avoid taking away local initiative—the possibility of being creative at the local level. I am not sure how we should do this, but I am sure it is one of the major needs we must get at.

Mr. Gardner: You are beginning to define comprehensive planning. Certainly you have to take a look at all services, all resources, of a given geographical area. If it is a state, this includes all the state educational resources; if you are using federal input here, an effort must be made to put everything together in a package. Educational planning has to be done by the functional agency just as welfare planning has to be done by the functional agency. I want to react to one other comment you made. I would also like to add that in some states the federal dollar for administrative purposes exceeds half of their budget. You said 5 percent. In some states it is over half of it.

Mr. John McAdam (University of Iowa): I am wondering if the principles that Mr. Gardner just developed here are indicative that this same sort of packaging, comprehensive planning, and so on may also be applied to, let's say, programs concerned with preparation of prospective teachers as well as experienced teachers—all the various programs with which we are working. In other words, should these same processes and principles apply at the university level? For example, should we do away with deadlines and the other things that you mentioned?

Mr. Gardner: Well, I confined my remarks primarily to those programs in the Elementary and Secondary Bureau. This is a man-sized task. We do have some people at work in attempting to develop a single set of guidelines for all programs—a single set of rules and regulations, a single set of procedures, a single reporting system. This causes some problems because all programs are not alike.

For example, some programs are matching; some are nonmatching; some undoubtedly are going to involve some legislative changes. In the case of North Dakota, we did cross bureau lines. To me, this is significant because we involved some funding programs from the Bureau of Research, as well as some from the Bureau of Higher Education. I think we are moving in this direction, but it is a man-sized task.

In order to meet Congressional mandates, we have to develop state guidelines for EPDA, guidelines for the new Title III program. But, hopefully, in the development of these, we will find ways of putting them together.

Mr. Barnes: I might add that as a part of the comprehensive statewide planning that we have done in North Dakota we are producing a film describing this whole process. It should be available for each state in the summer of 1968. It will show what we did and, maybe, how others can improve on that.

THE STATE OF WASHINGTON: A CASE STUDY

William Drummond

As you all know, if you are deeply involved in a program it is very easy to tell others more than they really want to know. I'll try to limit myself to what seems significant. In 1949 our State Board passed a new set of standards for teacher education. That was almost twenty years ago. This set of standards moved us to a program approval approach and caused us to initiate a five-year program of teacher preparation for both elementary and secondary teachers.

This program, based on the baccalaureate degree for a provisional certificate, provided for a fifth college year and a successful teaching experience. This fifth year was to be planned jointly by the school district and the university with which the student was associated. I want to point this out because many people do not realize that we have had a fifth-year program in teacher preparation for almost twenty years in our state. The program developed a frame of reference about teacher education that is not shared widely among the fifty states. (We have college professors and local school teachers who can communicate with each other. This, in itself, sets us apart from some places.)

In the spring of 1966, when I was at Peabody in Tennessee, I got a call from Wendell Allen, who is the assistant superintendent for teacher education and certification in Washington state. He said that he had had a meeting with the State Board of Education and that they had encouraged him to begin a study of teacher education certification—broad-based, everything goes, a look at the whole "ball of wax." We began with some advisory committees on the general question of what teaching is going to be like in the late seventies and early eighties. (We tried to avoid 1984.) We adopted this approach because of our conviction that if you start a new teacher education program tomorrow, it will take about eight years to start making some impact on the public schools.

Our consideration of teaching in the future led to lengthy discussions. I have down in my notes items like the following: changes in staff utilization, role differentiation, new focus on pupil perception, curriculum reform, instructional packaging, concern for individualization of instruction, teacher militancy, college student unrest, and so forth. In considering these things one realizes that there are a lot of things going on. After numerous committee sessions we wrote up a document called "Revised Guidelines for the Preparation of Teacher Personnel." We sent that out to a number of committees all over the state and got reactions back. We rewrote it, and 15 teacher education institutions in our state studied this draft. Now we have a third draft which has been sent to all school personnel in the state. The draft was designed so that there would be a lot of feedback. I believe we are the first state that has ever tried to get all of the professionals in the state involved in certification change. We have been accumulating stacks of feedback, and we are about ready to start writing a fourth draft. I think we have general agreement on the following points:

First of all, our attitude toward teacher education has got to be changed. Instead of thinking about teacher education as something that occurs before you begin to teach or, perhaps, during the first few years of teaching, the attitude must be that it is something that goes on throughout the career of the teacher. Therefore, teacher education should be provided to the teacher throughout his entire career.

Second, if we are going to think about long-term teacher education, then, we must talk about other agencies besides colleges and universities. Teacher education agencies should be expanded to include school organizations and professional associations, and the state should recognize them as teacher education agencies.

Third, to facilitate communication between these various agencies, we must build a new language. The present language is a language of courses and credits, and it is totally useless. This is a language which was invented for colleges to talk to colleges. But it doesn't say anything. We are saying that we need to develop a language that is related to the behavior of the teacher—a language that can describe the things a teacher does with boys and girls.

Fourth, we need to provide an individualized program of teacher preparation. We have talked about individualization of instruction in

America for as long as I can remember, but it isn't happening. Even the nongraded programs are just regraded programs. We keep talking about teaching kids individually, but we continue to group them immediately. The point is that if we are ever going to provide individualized instruction, we are going to have to start preparing teachers that way.

Fifth, if we are going to individualize instruction, we must apply systems theory to it. We have to apply a rational, systematic approach based upon behavior. These five simple ideas have been retained in each of the various drafts.

As part of our package we are classifying all professional school personnel under three general categories: teachers, administrators, and educational staff associates. The idea is that we will have three types of certificates. If you are a school psychologist, you will get an educational staff associate certificate with something on it that says you are a school psychologist, and so forth. We are also proposing four levels of certification. These levels are not in writing yet, but they will be discussed in the fourth draft. The first would be a "Preparatory Certificate" to cover the period from beginning laboratory experiences to the point where a student is given actual responsibility for learners. In effect, this amounts to a certificate for student teaching. It also means that you can pay student teachers if you want to. We are calling the second-level certificate an "Initial Certificate." This certificate would cover the period from assumption of independent responsibility for learners to successful completion of a given set of performance behaviors that are considered to be essential to full professional status. Putting that in the medical idiom, this is an "internship."

The third certificate level will be the "Continuing Certificate," which a person has as long as he continues to teach. The idea is that there will be periodic assessments of a teacher's teaching behaviors and that resources will be provided for him during the entire term of his Continuing Certificate.

We are suggesting a fourth-level certificate that we are temporarily calling a "Master's Certificate." It will be based upon differentiated roles. This certificate would apply to the classroom teacher who has additional responsibilities or the model teacher.

To digress slightly, the state of Washington is involved with a seven-state project, Title V, Section 505. This is called a "multistate teacher education project," which we abbreviate to "M-Step." The seven states involved are Florida, South Carolina, Maryland, West Virginia, Michigan, Utah, and Washington. The project was specifically designed to improve laboratory experiences and, secondly, to do some work on the use of video processes in teacher education.

I will mention in passing that the states of Maryland, Michigan, and West Virginia have been pretty much interested in teacher education centers. If you are interested in the development of centers, these three states are good places to look for model center development. South Carolina and Utah have been working mostly with video processes, including microteaching, that can be used in teacher education. Florida and Washington have been largely involved with the question of how a state should function in relation to the overall problems of teacher education. Florida has spent more time on the in-office elements; Washington on the tying together of preservice and in-service teacher education.

You might like to know that in Washington we are pursuing three projects in which students in their junior or senior year in college are prehired by school districts. Their teacher education efforts in their last two years of college are coordinated with their first two years of teaching in the district. The idea is to transcend graduation and to continue teacher education through this period.

I think we have changed our strategies from the third draft to the fourth in terms of the time schedule for a couple of reasons. We are fairly well convinced that most people don't know what we are talking about when we talk about systems development and behavioral criteria in teacher education. We think that we will ask our State Board to underwrite pilot projects in which professional associations, school organizations, and colleges and universities will work together in spelling out behavioral criteria and working out how to use these criteria in pilot programs.

We are pleased that the Triple T Project was nice enough to invite us as a state to participate. I just got word yesterday that our Northwest Regional Laboratory was funded on an elementary teacher education program and that it will give us some more money for pilot projects. I believe we will also go to our state Legislature and ask for funding for these pilot projects. The point of my story is that in order to learn how to do something, you have just got to do it.

DISCUSSION

Member: Did I understand Mr. Drummond to say that the four levels of certification he discussed are based on performance?

Mr. Drummond: Yes.

Member: How do you determine performance level of a teacher?

Mr. Drummond: I said we were going to have to establish models to determine this. We have one project going which has established a 25-performance task program. Students at Washington State University have gone through one semester of a program based upon these 25 performance tasks.

Member: I would like to reinforce one thing Mr. Drummond said in regard to individualized instruction. For two years, a laboratory school in my state has tried individualized instruction. We brought in a very outstanding professor, and she did an excellent job. But the staff members with whom she had to work in that particular school didn't like her because she was different. So we must first train teachers to accept individualized instruction, and then the program has a chance. It's a real battle with the old fogies who don't want to move out of their ruts.

Mr. Drummond: One of the things that we have learned is that we have to provide psychological services to students in a different way than we have up to now. An individualized framework requires that people really level with each other. Teaching individual pupils is a highly sensitive and personal activity. This is one of the key problems facing us.

Member: I am still worried about the requirement that you wait until the whole state gets together before you take on a comprehensive program. I have a program at my college that I consider comprehensive, but I can't say that the whole state is involved.

Mr. Gardner: This gets into a question of semantics, or how you define *comprehensive* teacher education programs. The way I would define the term would not require that you wait until the whole state is ready to move. Programs do not move on a solid front. You pick up the parts. For example, you may assess teacher education; you may investigate program development with regard to elementary education; or you may study the development of personnel for elementary education. You don't move on a solid front. You have to move on a broken front, and this is a part of the strategy you have to develop.

I do think that all bodies have to get behind and support their state education agencies. I am talking about teacher education institutions, too. Many of them are notoriously weak, but not necessarily by their own design. Sometimes they are victims of circumstance.

Mr. Drummond: There is a real issue about what is involved in state leadership, and I think this is a key issue in any facet of education in a state. I happen to come from a state that has had a strong state department of instruction over many years, with some very good people in it. That makes a difference. In my opinion, many states in America today are "penny wise and pound foolish." What they need to do is to get the best people in America and put them to work. Most states are satisfied with second-rate people. Just as the good teacher is the one who can sit in the back of the room, a good state department is one that does not get in the way of progress. That is what good leadership really is.

Chairman Kelly: I thought we might ask Daniel Bernd who has enormous responsibility for the Triple T Program to say something about its inception and how it is developing on this front.

Mr. Daniel Bernd (U.S. Office of Education): The three T's stand for "The Trainers of Trainers of Teachers" or "Teachers of Trainers of Teachers," however you want to play with it. It is a project which the U.S. Office has developed out of the experience of four years of NDEA Title XI Institutes, three years of experience in teacher fellowship programs, and the experience of the people from Title I and Title III. That experience seems to indicate that teacher training programs in this country are intensely fragmented; that while we have defined what needs to be put into a subject matter competency curriculum, we haven't very well succeeded in integrating what the teacher does with the schools.

I think the Triple T Program probably is a monument to the influence of programs upon the people running the programs, rather than upon the clientele for whom the program is intended. I think that the people who ran Title XI Institutes found that they could not teach teachers effectively and bring them up to subject matter competency unless they could put them into the framework close to the locality. They found it didn't do any good to teach a teacher in the summertime and watch him disappear into the school district without a trace. This was the case with most of the ones I taught in summer institutes.

So, what obviously was needed was a program which brings together the schools, the colleges of education, and the academic disciplines in a coordinated program for the teaching of teachers—that is, one in which preservice and in-service are not considered as separate concepts. The Program repudiates the view that after a teacher is certified and leaves the hallowed grounds of the higher institution, he doesn't need anything more than to come back and take a course once in a while. What the schools want and what the schools do ought to have something to do with how the teacher is trained.

We have been accused of smuggling in the normal school under a new guise. Maybe that is true, but it's not necessarily bad. In any case the Triple T Program responds to a willingness upon the parts of deans of education, deans of schools of arts and sciences, and school superintendents to work together to develop programs of this kind.

Specifically, 60 teams have been formed which include these three elements. They are now working or beginning to work on appropriate projects for their community, which may be funded under the Education Professions Development Act. Projects may be short-term institutes. Five that I know of are planning to try to develop a clinical doctor of teaching for education or classroom teaching degrees in conjunction with state colleges and universities, somewhat upon the model, I think, that is going to be provided for us by our friends in North Dakota.

The North Dakota Project is a Triple T Project. It is the U.S. Office's response to what we think the field is telling us and what they are ready to do.

MEMBER: I am from North Dakota. I am glad you mentioned the North Dakota Project. But let me share with you a very common criticism we get from superintendents and state department people. They say, "This is fine. We are all concerned about training teachers, but what about the college professor who needs no license to teach?"

MR. BERND: The Triple T Project is attempting to get at precisely this problem. We are not going to solve any problems by certifying anybody to do anything. We ought to decertify everybody; I think we would probably be better off.

The thing that has heartened, amazed, and pleased me in my short experience with the Triple T Program—and it has really been off the ground only since December 1967—is the great willingness of people to change and the number of problems that are being identified, such as the one just mentioned. If there is nothing so powerful as an idea whose time has come, it seems to me the Triple T Program must have power because, obviously, the time has come for that idea.

Annual Banquet:

Student Activists and Faculty Irrelevance

HARRY D. GIDEONSE
Chancellor
New School for Social Research
New York City

The last four years I have served as a member, vice-chairman, and then executive vice-chairman of a national committee of the Association of American Colleges. This committee has been busy with the problems of students and faculty. As you may know that committee's efforts bore fruit in the form of a joint statement on student rights, which was endorsed somewhat to the surprise of the committee and, certainly, to the surprise of the negotiating officer by a very heavy vote of the Association.

Those four years have given me a very healthy respect for something with which I already was quite familiar. In a series of painfully drawn-out negotiations from Maine to California I was reminded once again of the terrific diversity of facts and circumstances that exist in our colleges and universities. Because of this diversity, what I have to say from here on will apply to some institutions and not to others.

One of the astonishing things about the current experience with student restlessness—and many colleges and universities in the United States have none to speak of—is the way in which a picture or an image is created for us by the ever-present mass media. This was not the case in the past. The picture that they create by what and how they report is of the greatest significance.

Sometimes I think that the most important issues confronting this country in general—in public life as well as in education—are issues about the applicability of our established political, legal, constitutional ways of thinking about the "freedom" of the mass media. We have problems in this respect absolutely unparalleled with anything that we have ever experienced in the past. It is a very touchy subject to research, as I have learned in one of my capacities. At the Freedom House, we have tried to start a couple of real research projects with an eye to the incidence of media exposure and its effect on public policy, but so far we have not felt that we could safely enter those stormy waters.

The picture that America has of what goes on—not just in education, but in foreign policy as well—is so determined by editorial selective principles governing the image we look at every evening and every morning that it can almost be said that there is more influence being exercised in that realm than in the White House or the State Department.

We have the recent example of a racial riot of interest to education—I will leave the town anonymous for the moment. The slogans carried by the demonstrators weren't very exciting; the language was undramatic. Due to inter-reporterial jealousies between the newspapers and the television media, we learned two or three days later that when the TV cameramen arrived, their director looked at the demonstration in progress and decided it wasn't really exciting enough. So he used part of his TV team and budget to have made up more posters with far more dramatic slogans. These he planted in the hands of the demonstrators before he took pictures of the "news event" as it was developing. The event was no longer so boring. We know this because newspaper reporters were there and saw the process.

There are similar pseudo-events in American higher education, and they have something to do with student activists.

One thing that always astonishes people is that when good research talent studies this problem it comes up with amazing facts. Professor Mark Lipson, formerly of Berkeley, now of Harvard, and one of the two or three leading political sociologists in the United States, studied the actual facts of student activism in the United States. An interesting fact is the overwhelming number of students who are active in Young Republican and Young Democratic groups in the colleges as compared with those active in the Students for a Democratic Society. Mark Lipson estimates that the total membership of SDS for the country as a whole is 7,000, and they don't claim more than 30,000. Even taking the upper estimate this group represents a small fragment when compared to the total number of students.

One thing that is new and should give occasion for thought to anyone studying this problem is that the problem is not just American; it is an international problem. It exists in England, France, Italy, Germany—think of West Berlin and the Free University. It exists in the Soviet Union and very aggressively in Communist China, in the form of the Mao Tse Tung Youth Movement.

In other words, this restlessness seems to be biographically, politically, and ideologically neutral. It occurs under capitalist conditions, under communistic conditions, under Maoist conditions. Therefore, it apparently has some universal human characteristics which ought to be clearly in focus if we are going to say anything sensible about the problem.

We ought not to be too inclined to ascribe to it local professional by-products of one sort or another as they might occur, say, at City College or Berkeley or San Francisco State. The latter is an example that has had a good deal of mass media attention and has had its image affected by this attention, whether or not the facts there have been truthfully reflected.

The thing that interested me was that even in a culturally homogeneous and conservative country like Holland, a country with none of the by-products of new social groups coming into the educational system, you find some of the most curious and most intense so-called *provos*–a word deliberately chosen to indicate the intent of those in the movement to provoke their elders, irrespective of the merits of the issue.

This occurs in a culturally stable, conservative setting. The only thing that is a little different about the provos in Amsterdam is that, unlike elsewhere, there is a typically Dutch effort to theorize about this and to theologize it. (As you probably know, Dutchmen theologize even atheism.) This tendency is built into the cultural tradition of the country, so that even when taking agnostic or atheistic positions, they develop a systematic philosophical grasp of their problem. The students go into the cultural and theoretical foundations of anarchism. Frankly, their affinity is with the theoretical foundations, not with communism or Maoism or Castroism as as they occur in other parts of the world.

One thing occurs to me as I look at these problems and their diversity: I wonder whether there is some simultaneity of concern–now, more than 20 years ago–with a school system's teaching of its native language. You know how common is the complaint in America that something is wrong with the teaching of English, that students can't write their own language, and so on and so forth. You hear it on all levels, from the faculty of the most mediocre community college to the faculty of Harvard. I remember that when the government sent me to England to work on some postwar problems, I was surprised to discover that there was a royal commission on that very subject in England. This immediately destroyed a lot of my naive assumptions about the problem's being due to mass education and mass enrollment in the secondary schools, because the British did not then and still do not have anything comparable, quantitatively, to our enrollment in secondary schools. Still they were complaining about their experience with the writing and speaking of their native language.

In the royal commission report, the so-called "Norwood Report," were all sorts of learned observations ascribing the problem to all sorts of causes existing in England, but not existing in the United States. I became interested and discovered that the Germans were doing the same thing and that the French had had two commissions studying the problems of teaching French with a very elite secondary school enrollment.

The Dutch had the problem a little earlier than the others and introduced formal instruction in their native language earlier than did other school systems. When I dug in a little further, I discovered, believe it or not, that the Russians were having a comparable experience. There was a report from the Commissar of Education in which he denounced the school administrators and the professors and teachers in the strongest possible terms because of their illiteracy in Russian.

Again this concern with the inadequacies in the use of one's native language suggests some kind of pattern. This pattern cannot be due to quantitative situations because quantitatively the American experience—and the Russian one was more like the American in that respect—was very different from the English or the French or the Dutch situation.

There must be shared forces at work in all of these countries, irrespective of ideology. I believe the cause for this can be found in the language used in the techniques of influencing millions of people through radios—at that time television was not very much in the picture. The press and advertising always look for the lowest possible common denominator to reach the largest possible audience and, therefore, are not very discriminating in their use of language, grammar, or vocabulary. This factor tends to make formal instruction in the language an increasingly difficult job.

I am not too certain of this theory. I merely note that it is a common problem, like student restlessness. It has occurred everywhere fairly simultaneously.

There is something else I would like to say before I push further into the subject of student restlessness. Every generation tends to exaggerate its experience with restlessness of its young. You know all the standard examples going back to Cato, Socrates, and Plato—you can find among them everything that you find quoted today in the United States. I just want to remind you that student unrest is a common part of the story of universities. Just look at a history of the medieval universities in Europe. Idealistic history sometimes teaches the Middle Ages as a period of great cultural and religious homogeneity built around the Catholicism of the time, but the real data show the revolutionary storms that broke on some of the famous medieval universities. Rules were made with very severe penalties against students' throwing stones at professors, with penalties varying on whether you killed him or hurt him or frightened him. It was all spelled out in the medieval university rules.

When you can recognize the pattern, you realize that what is happening right now in various American colleges is a part of the pattern. Americans have forgotten that student unrest is a very common part of American college experience. Americans have forgotten that Cotton Mather used to complain a long time ago of Harvard's youth and their ungovernableness. Americans have forgotten the famous student riots of the first three or four decades of the nineteenth century—a period nostalgically regarded as the "Good Old Times." There were six major rebellions at Princeton alone between 1800 and 1830, and one went so far that when the students found out the whole faculty was meeting one afternoon in Nassau Hall, they locked the doors on them and set fire to the building. This was sometime in the 1820's.

By the way, student riots were general in many of the distinguished Southern institutions in the 1820's and 1830's. They didn't turn on issues of race or slavery. They turned on the fact that these institutions were historically religious in their affiliation, that there were certain differences of opinion between the generations as to what was proper and what was not proper in terms of manners. They didn't raise the issue of how many girls could be entertained in the boys' dormitory. That's for our generation, but they had their problems. If you look at the literature you will find that these problems were caused by wicked outside influences. We say Maoism or Castroism or communism. They said rationalism and Jeffersonianism, and these were very bad things. Believe me, quite a number of American college presidents lost their positions because they were supposed to be rationalists or Jeffersonians. The trustees discovered that when their successors had the same problems there was a shift in the attitudes taken towards the legitimacy of some of the student complaints.

Let me remind you that the fraternity was a form of student rebellion. Fraternities began in some of the American colleges of the time as a form of student rebellion because of the one-sided character of the college library—which did not have works on contemporary literature, contemporary philosophy, nor contemporary social science because they were not taught. Everything was centered around the Bible, the problems of theology, and the related philosophical literature. For instance, in a place like Dartmouth College, a little more than a hundred years ago there were more books in the libraries of some of the leading fraternities than there were in the college library. This was because the fraternities made it a policy to buy modern works since the college library would not purchase those books. Everywhere there is evidence that this tends to disappear in the 1840's and 1850's as the colleges became more modern and adapted themselves to legitimate student interests in the modern world of their time and began to buy the books needed.

Now, you have some frame of reference for the restlessness of the young within what we might call the "conventional wisdom of the past," within the self-wisdom of the faculties and the college administrators and the trustees of that particular period.

There is also evidence in that period of a certain number of institutions' having student restlessness and rebellion related to what later on became the Civil War, the whole issue of the Negro and slavery.

It is interesting to remember that there had to be a battle not only about literature, but, specifically, a very strenuous battle about English and later American literature, that you had to have real academic civil wars to get the subject of history introduced because that was contrary to the prevailing conception of what a college curriculum should concern itself with.

I am merely introducing this historical material to show that irrespective of what the students today single out as their immediate causes of discontent and disgruntlement there is sometimes quite a difference between the symptoms of the disease and what causes the disease.

It may very well be that a number of the things that we now hear a great deal about, like drugs or Vietnam or aspects of the black power issue or what have you, are to some extent symptoms of maladies that are much more deeply rooted. It is not safe to assume that a student generation knows the real sources of its discontent and restlessness. They are not necessarily that aware of the real causes of their disgruntlement. They merely know they are unhappy about not being used to their full potential as they have hoped that they would be.

What I want to put before you is that much of the disgruntlement is rooted not in an institution's rules or in world politics. It is rooted in the peculiar by-products of the way the American academic teaching profession has allowed itself to drift into almost conscious contempt for the teaching function, so that the profession no longer trains its people to do the principal thing they are paid to do—to teach an enormously increased number of students. Many of these students are themselves adding to the unresolved issues about the real professional role of the college and the university. All of this, of course, contributes to making the confusion more dense and to making it very difficult to see clearly what, first of all, the real problem is and, then, what can possibly be done about it.

Let me remind you of some of the things that have taken place in this respect. When I began as a teacher, I found out the hard way. You earned your living for a while as a clerk in the Post Office in New York City, and, then, when you left that because you had a little more standing as a graduate student, you were allowed to teach evening courses in City College. That's where I got my first teaching experience, and, believe me, it was rigorous. These were sections of 80 to 90 very gifted, able youngsters who were in night classes because there was no place for anything like the numbers graduating from high school in the budgeted college enrollments. So, there you stood with 80 or 90 very bright youngsters; you yourself were only two or three years older than they were and just a jump ahead of them. If you survived, you knew how to swim. Finally came the time, of course, when you were considered for something a little more honorific and acceptable from the standpoint of kind of students—socially, I mean. I remember I became an end-of-the-line lecturer at Columbia College. In fact, the Columbia students were much less challenging than the City College evening students had been. I remember asking the dean, who was a gifted teacher interested in teaching as college deans very often are not, whether there was anything that he could recommend that I might read on teaching and methods of teaching. He hemmed and hawed a bit and said, "You know, there are shelves of books on that, Harry, shelves of books. All they really tell you is the same basic, simple idea, and the idea can be put in just one sentence: Teach where the class is, not where you are."

I didn't appreciate at the time how profoundly wise the dean was, nor do I think American college administrators or college teachers today are sufficiently aware of this fundamental truth: "Teach where the class is, not where you are." The typical picture in the large public and private universities where the enrollment is increasing at a stupendous rate is that instruction during the first and second year is almost exclusively in the hands of graduate students, most of whom have no interest in teaching.

This is a sober truth about our graduate students today; they show a contempt for doing what they are asked to do. If you are an administrator hiring young teachers, you will hear that they are not interested in teaching their subjects. They will call them secondhand subjects, by which they mean that they are altogether too general for their taste as graduate students of a hyper-specialized sort. They certainly have no interest in working on the problems presented by the extent to which these curriculums are out of date and in recasting them in a more modern and defensible way.

Every once in a while, there will be a little rebellion on this, as there was at Berkeley after the big storm there four years ago. A little group of faculty rebels will undertake to rethink the curriculum. At Berkeley a group of five teachers and a relatively limited group of students decided that an education did not consist of a little bit of economics, a splinter of history, and a fragment of philosophy, but of teaching whole centuries, more or less on the model of an experimental college at the University of Wisconsin a generation ago. Apparently they found it a rewarding experience. Then, they found—and this is typical and characteristic—that when it came to staffing the second year of this program, they had a very difficult time finding among some 1,200 faculty members five who would be willing to undertake the second year, for precisely the reason that I have indicated.

I don't swallow hook, line, and sinker the argument that experiments indicate that the leaders of the student activists overlap to 8 percent or whatever it is with the top students on the basis of ability or native intelligence. I think it is always well to remember that it may just mean that the fellow who made the tests is himself something of an activist and that he is rewarding in his student criteria what he recognizes in himself. However, there may well be an overlapping because I think the more discerning student, as he looks at the world described in the college curriculum and, then, looks at its elementary instruction, is likely to have a legitimate feeling of being sold down the river. He may feel that no real effort is made to show him in a creative way where he might be relevant. Of course, as you know, relevant is one of the key words of the young today. They want education that will be relevant, and they feel that somehow or other what is going on in education is not relevant. They are taught by people who don't believe in that kind of instruction. This is where the problem is created.

The problem is not unavoidable. It has within itself a number of factors that could very easily, in the hands of creative teachers and creative administrators interested in teaching, provide the elements of its solution. It happens that in social science today—particularly American social science—there is a very strong, more-or-less conscious rebellion against what is taken for granted by the orthodox dominant school. The orthodox dominant school asserts that the only respectable problems are problems that can be handled the way you handle physical science problems, with mathematical, statistical, and computerized techniques as models. Supposedly, the narrower the splinter under observation, the more scholarly you can be about that narrow splinter. Also, you must strive for total detachment from value judgments: You must try to put your values, your notions of what you think is good and bad, your notions of a religious pattern aside. You must try to look at the facts as they are and at nothing else.

This, of course, is the prevailing school of thought, but some of the younger men on the outside—and some not so young—are beginning to be interested in the problems of the future planners. These men are quite a little tribe by now.

Their interest is not reflected in instruction. This is my point. But it is reflected in research. There is, for example, a big Harvard project on science and technology and the social order, financed by IBM money. By the way, the project originated with a philosopher in charge. There is also Daniel Bell's project of the year 2000. There have been two full issues of *Daedalus* and two full issues of the *Annals of the American Academy of Political and Social Science* on some of the by-products of this concern with the future. The federal government, as well as pouring money into defense research, etc., underwrites some projects which relate to the social sciences. There is a very important project at MIT, which is scheduled to result in something like ten volumes by the time it is through. Two volumes have been published on the undoubtedly sound assumption that the more the physical sciences and technology develop, the more impacts there are bound to be on the penumbra of this technology—namely, the social, political, economic, and legal institutions. Out of this line of thought has come a very significant book by Professor Raymond A. Bauer on *Social Indicators*. He is looking for something like the equivalent of index numbers in economics—something that will make it possible to quantitatively study the social by-products of the developing matrix of science and technology.

Another viewpoint or approach is developing. Harvard can be cited, and the Bauer project, and a NASA project. A man by the name of Professor Bertram M. Gross at Syracuse University has done a good deal of this work. If you begin to study future trends, you have to be constantly concerned, not with your own little special splinter, but with what I like to call the "altogetherness" of things.

The future is like a snake. You touch it in one spot, and the whole beast wriggles. You touch on technology, and something in the family and something in politics and something in law all begin to change and be dominated and influenced by technological and scientific change. This interrelatedness of things serves as a corrective to excessive specialization.

A man is not very good at assessing the future if he is very narrowly specialized. The main thing is for him to know some history. He has to know something about the social and the economic context. When you study the future by means of forward projection, you do what the statisticians call "extrapolating the curve." You project it forward with the same degree of inclination as it has shown in the last five or the last fifty years.

If you could find all the pertinent statistics when you began to extrapolate the curve, you might still be faced once again with the problems of options and alternatives. In the final analysis almost everything comes down to value judgments. It is impossible to sufficiently extricate yourself by means of "objectivity" to the point where you can feed absolutely valid data into a computer and have it print out absolutely valid conclusions.

This is part of what is to me the fascination of future planning as it is now developing. I have no illusions about the over-enthusiasts who are busy with this field. There will be some very sad mistakes. Some thoughts which strike us as brilliant now will be looked back on five or ten years hence as stupid blunders. We have done that before and will again.

After all, we had a Paley Commission Report only 17 years ago that predicted, complete with beautiful graphs, all sorts of shortages in raw materials that never developed and are not likely to develop because of certain other scientific and technical facts that the Commission lost sight of. We all remember the very distinguished British economist in the middle of the nineteenth century who predicted that England would have as the final curve of its imperial development a coal shortage so acute that it would probably wreck the empire.

We all know what has happened to that prophecy in terms of other technical developments, competing kinds of fuel, and so forth. I could cite half a dozen other examples of glorious speculations with regard to a future that didn't materialize. And today predictors must contend with the undeniable fact that change now is far more accelerated than ever before and that we are literally, socially, and educationally living in the eye of a social hurricane. We can't feel very confident that much of what we are now teaching our students will still be valid even 5, 10, or 15 years from now. Concern about extrapolating the future is going to grow, and I note with interest that Professor Gross says with regard to his project, which has been active for about ten years, that the clearest emerging new need is for recognizing the fact that value judgments and their clarification are at the core of the enterprise.

Anyone who is historically informed is not going to be prone to make the easy assumption that the world's human problems will be made easier if we no longer fight about conflicts in interest while we still have conflicts in values. Some of the goriest and bloodiest wars were about conflicts in values. Therefore, I don't necessarily draw the conclusion that because value judgments are coming back into intellectual and academic respectability this will by itself solve our problems. But it will tend to correct the bias of modern higher education which is in favor of detachment, objectivity, and the quantitative over the qualitative in its method. This new viewpoint is, therefore, likely to restore relevance to the curriculum as far as the young are concerned. I know of no subject that gives a more exciting edge to what is taught than an introduction of this future-oriented perspective into the present curricular outlook.

Immediately the student is given a sense of, "Now, you're talking. Now, you're dealing with where I live. Now, you're teaching me techniques and methods of getting at the problems that give me heartache." To the extent to which you take the able student's mind off irrelevancies and put it back on the relevant, you will restore health to the academic enterprise.

But, let's have no illusions about this. Such a revitalization of the student's concern flies in the face of the most deep-seated, vested interests and prejudices of a very large majority of the present academic teaching profession. Our present generation of professors would dearly love to send this argument back to the students with some sort of a provision: "Argue about that with the dean." "Fix up some committees in which students will be represented." "Change the nature of the student government or the student-faculty government, but don't you touch the sacred interests of my discipline and my profession." "Don't touch the prerequisites in terms of academic patronage of my research money or the principles by which I pick my student assistants and my research assistants." So, what I am really saying is that the problem of student activists is something old. We have lived with it for a long time, and I dare say we are happy to live with it because nothing is more dangerous and more boring in academic enterprise than a student generation which is apathetic and conformist. And, believe me, my judgment is that the overwhelming majority of American students today—no matter how the mass media try to change our picture—are still very apathetic.

Ayn Rand still has many more admirers than any ad hoc Vietnam committee being mobilized. Just ask college administrators, and you will find that this is true. Ayn Rand represents hedonistic, egocentric selfishness with no interest at all in anything apart from oneself. If the apathetic wave is to be replaced with a generation having a deep awareness of the fun it can be to apply and develop one's mind to the study of relevant problems and relevant challenges, the fight will be not with college administrators; it will be with deeply entrenched professional complacency that expresses itself in the euphoria of specialism.

Some Thoughts on International Education

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I want to share with you some thoughts on problems in international education. There is no need to say again that the world is indeed a small neighborhood. One gets tired of references to "the shrinking world," but the fact is that it *is* a smaller world, as well as a much younger world, a world rapidly growing young. Social statistics show that the influence of youth is becoming very preponderant in many parts of the world.

Unfortunately, most of our schools today prepare people for living in the nineteenth century. When we realize that soon no place on earth will be more than five hours away from anywhere else, we see that education needs some updating. There is no alternative as we move into the future. International education is forced upon us, as is international understanding. Hopeful idealism is no longer an option. The choice is co-existence or co-extinction.

I would share with you a thought from Abdul Pazhwak, former president of the United Nations General Assembly. He said, "If fools and folly ruled the world, the end of man in our time might come as a rude shock, but it would no longer come as a complete surprise." Perhaps you should ponder that a little.

The current response in education is alarmingly lacking in that it doesn't conform with the reality of the situation. The only thing "international" about much of our current education is that so much of it is foreign to what should be going on. There is an enormous irrelevance, an enormous parochialism, a penetrating inoculation from reality, for we haven't learned to live with the contemporary world. International education should develop understanding of what cultural difference means, of what we mean by human difference, of what we mean by human continuity, of how we seek to harmonize human mutuality and human commonality with human difference. These are the essential problems. It is popularly held that we can do something about these problems, but it is easy to become discouraged, for there is a credibility gap based on the inability of modern education to face the contemporary world with reality and relevance. But we have high expectations. A brilliant report on the recent world crisis in education comments on the high expectancy produced by education in many countries today, coupled with an unwillingness to act when the chips are down, thus making irrelevant that expectancy. There is an enormous gap here.

In my view of international education, there is nothing special about this. Perhaps international education will be at its best when it is totally invisible. International education is simply a dimension of good education, because, at bottom, it involves merely the ability to live decently with human differences.

What is the university doing about it? The word *university* derives from universality. The university is not a place; it is a process. The university is a universal process. When it comes to interpreting this universality in a specific way, I'm afraid we are not moving very far forward. What is happening in schools throughout the world as far as international understanding and the assimilation of cultural differences? Most research (and there has been very little effective research on this matter) seems to indicate that schools, with their narrow concern with nationalistic objectives, are doing really far more to build up barriers toward international understanding than build bridges toward mutuality.

What have we done that is relevant to the contemporary world and its stark challenge to survival? There are many traditional approaches. Most people think you can solve this basic problem of the human situation by importing a few foreign students. I say this in all respect to the international guests here. The fact is that the problems of the world cannot be solved by giving a few foreign students a fellowship and having them to breakfast once every week. This zoo approach and the parade of cultural specimens for our mutual enjoyment shows a very low level of thinking. The inability of so many to understand why foreign students are here, what they are doing, what they were when they were home, what they expect when they return home—all this disturbs me intensely. These are deep, pervasive problems that cannot be solved by bringing a few foreign students here. I know we have some 90,000 foreign students here and that, by and large, we are doing a fairly effective job, but this is just one component of one dimension, and the whole enterprise may end up in disaster.

The mere closeness of people is not synonymous with understanding. There is no connection at all. At best it gives an opportunity to do something. The presence of a foreign student can produce hostility just as it can produce amity; it can lead to goodwill just as it can to ill will—it all depends on the nature of the experience. Most of us are too experienced. For most of us, unless we are careful, experience simply means a constant accretion of prejudices so that the old arteries harden and we become too experienced to think in terms of the relevance of the contemporary world.

I am not belittling the excellent work that is being done here. I think foreign study programs are excellently supervised, and I wish more people would follow that lead. But study abroad doesn't necessarily mean anything. Some of the most ignorant people I know are people who have studied and traveled all around the world. I remember reading just recently a statement from Jefferson mentioning his concern for the rigors of exposing U.S. students to the horrors of English education. He expressed his utter contempt for anything not indigenous.

There is no magic; there are no panaceas. Some people definitely should not travel. If travel were intrinsically educational, I would think that ships' cooks would be the most highly educated people in the world. I have found them to be awfully dumb.

Some people say, "Let's add a few courses to the curriculum." It's one thing to run a catalog count, as shrewd academicians know. The courses may look good, but the substance of the instruction—the quality of the teaching and the actual course content—too often gives another impression. Adding a few courses does not necessarily bring about an improvement.

Then people say, "Let's immerse people in foreign languages." The mere technical mastery of a language does not open the door to a deep and profound understanding of another culture. It doesn't necessarily do anything. Again, some of the most intolerant people I know are multilingual—they are really ignorant of what is required for and meant by international understanding.

We think if we teach French at the prekindergarten level the problems of the world are solved. It is a wonderful thing to have a second language, but it does not represent the solution to the world's problems.

My irony is deliberate, because all these things don't necessarily do anything unless the will, the heart, and the mind are deeply penetrated so that there is an organic approach to these dimensions. You might say, "Well, wise guy, what is your magic formula?" I don't have any magic formula. But I do have a few ideas; I see a few things going on which encourage me. Let me share one or two of these with you.

One of the most encouraging things is the gradual dawning of the idea that perhaps the purely intellectual approach might be the most disastrous. We are moving away from the idea that mere knowledge suddenly produces understanding. This is good. We are at last developing a hierarchy of understanding—a hierarchy that begins with knowledge that may develop into understanding and appreciation and that may effect some kind of attitudinal approach leading to sensitivity, some sense of interdependence, and the assimilation of human differences.

There is a move in this direction. We are realizing at last that knowledge does not necessarily mean love. Physical closeness is not synonymous with human affinity. As someone very aptly observed, "The trouble with France is that she understands Germany too well."

What are the missing links? It is becoming obvious that somehow we must learn to humanize learning; we must somehow make vital what has become sterilized learning; we must invent a language of encounter; we must invent a way and define a capacity to live with human differences.

What is happening in the university? In the State University we have made a modest start, but we haven't developed any wonderful answers. However, I can tell you that the State University of New York, under the leadership of our Chancellor Samuel Gould, has committed itself in no mean way to the purposes I have been trying to express. In what is presently the world's largest and most rapidly growing university, we do have a commitment. My boasting is not quantitative. Just a moment ago I mentioned the difficulty of matching qualitative and quantitative progress.

Seven years ago SUNY had 47,000 students. Today there are 171,000 students and 15,000 faculty members, and our projection for 1974 is 373,000 students and 25,000 faculty members. Currently there are 67 campuses throughout the state of New York, all decentralized, all with a high degree of autonomy. This is the monster we must grapple with as we try to give leadership in the development of international education. At the International Center, of which I am privileged to be director, we have an organic comprehensive approach to this matter. In trying to give leadership in this direction throughout the university, we have established five directorates. We have a director of area studies and a director of study abroad. We currently have 170 programs abroad projected. By 1974 we plan to have 10,000 students abroad at any one time, studying at the same cost as the cost on the local campus. We consider this aspect so important that we have a directorate to work on policy and to obtain quality leadership for this program. We have a director of foreign students and faculty exchange; we have a director of overseas research programs, development and research, peace research, and so on. We have an International Center. My job is to bring these components together, to weld them into some kind of organic synthesis.

For example, I just returned from a conference of faculty seminars at the International Center. Fifty-one of the 60 campuses now in operation in the State University were represented there yesterday. We have a director of international education appointed on each campus as liaison, and yesterday 51 of these institutions were represented in a three-day in-depth seminar as we tried to work out what we mean by our commitment. It is hopeless to try even to hint at what we are moving toward, but I want to stress that the State University does have a deep commitment. We realize that perhaps there may not be time for the University to catch up and move swiftly out of the nineteenth century into the realities of the twenty-first, but we are having a go at it.

Another equally encouraging trend is the realization that you don't have to cross an ocean to have a cross-cultural experience, that you don't have to cross an ocean to have an international experience. At last we have come to the perhaps reluctant realization that we have a foreign country in our own backyard, that the phenomenon of human difference is adequately illustrated right here in Chicago—perhaps fortunately, perhaps unfortunately. Here is a reservoir of human difference that we've failed to take into account. The understanding of human difference posed by the racial problem or by disadvantaged groups is precisely the same problem posed by the problem of polycultural difference. Monocultural difference and polycultural difference are linked by the continuity of human experience. At last we are beginning to realize that here we have a laboratory which gives us a chance to avoid the hypocrisy of irrelevance, one which permits us to move into the realities of human difference right here in our own backyard.

We are trying to do something about this. For example, we're beginning to work closely with the school systems in the South Bronx, where there is a population of a quarter of a million Negro and Puerto Rican youngsters. We feel that here is a reservoir of human difference which can link our excursions with reality.

In the state of New York alone we have a miniature world. Twenty-five percent of the 70 million persons in the state are foreign-born or of mixed foreign parentage, and 50 percent of the population speaks a language other than English. Here is an enormous reservoir for those facing the challenge of international education.

The third point I want to mention is the problem of what we can do in the schools. Here I am most encouraged by what is being done through AACTE and through the studies Harold Taylor is doing. He has an awareness of what we are up to. I am deeply convinced of the importance of starting at this level. Someone has said that all the problems in the minds of men and women certainly began in the minds of children. I would advocate a monocultural headstart program with a polycultural objective. That is the place to start.

We are doing some exciting work now with the 11 experimental campus schools of the State University. We have had five of these in-depth seminars over the past 10 months, and we are coming up with what we hope will be a revealing, exciting, and imaginative approach in the development of a relevant curriculum for grades K-12. We must begin to lead young people to see beyond their narrow traditional objectives.

Perhaps it is useful to think of the astronaut who is out of touch with this little world for a moment. Here is an accultural adventure. The problem we face, our challenge, is to develop an accultural curriculum in the best sense of the word. How do we reduce the nationalistic prejudices that bind us? We must do some hard thinking about this problem.

As Bacon said, "Knowledge is power." The new reach for a new kind of knowledge in a school curriculum is the search for what kind of knowledge? What kind of world? How can we accelerate our knowledge in time to catch up with the problem?

I know that you must be deeply offended with the myths of history and the obsolete material that one still sees in school curriculums. I am tired of programs on international education which come out with the usual stereotypes of Japanese kids, Dutch kids, and so on. It is still with us. We haven't progressed beyond this level. When I was last in Tokyo the Japanese teen-agers were walking down the street in their bluejeans and playing their transistor radios as if they were in Chicago. We know these things, but when are we going to catch up and get on the ball? How long will it take to prepare for the twenty-first century?

Report of the Executive Secretary: The State of the AACTE*

EDWARD C. POMEROY
AACTE

As The American Association of Colleges for Teacher Education begins its second fifty years of existence, I wish to review our current status as an effective national agency representing the interests and concerns in teacher education of over 800 colleges and universities. The past fifty years of close association, many accomplishments in the field, and the continuing realization that the education of teachers is one of the major concerns of our society assures AACTE of a continuing and significant role in American education.

Of many specific major accomplishments of the past, the development of our organization as a viable and respected agency of higher education institutions, devoted to the furtherance of teacher preparation, has undoubtedly been the most constructive contribution of AACTE and its predecessor organizations.

Consider with me for a moment what the history of teacher education would have been in our country if our organization had not provided a means for devoted and far-seeing men and women to work together to provide effective teacher education in our nation. The leadership necessary to arrive at standards for accreditation to guide colleges and universities toward organized programs would have been missing. College and university offerings for prospective teachers would have been weakened due to the dissipation of efforts of faculties to present a unified and well thought out curriculum for professional teachers. A large and significant body of professional literature, representing the best thought of teacher educators during the past half century, would not now be available upon which to build new concepts and from which to draw guidance for institutional efforts. The experience which colleges and universities have had in working together on the universal task of preparing teachers would have been lacking.

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* This address was delivered as part of the Annual Business Meeting in Chicago, February 16, 1968. See pages 247-55 for other reports and actions of this session.

Finally, the Association has provided a national forum for the consideration of ideas and research data that has thrust teacher education into the mainstream of American higher education. Whether or not this desirable circumstance would have been the case without the labors and directions of this Association during the past five decades is problematic. The Association has become a national agency which provides a marshaling point for the resources of the colleges and universities as they apply to the education of teachers. Those resources include the professional commitments of individuals, the finances of institutions, the contemplation of scholars, and the data and insights of researchers.

Today the preparation of teachers and other educational personnel to lead and carry out the national effort to educate future generations of the United States is recognized as a central task of American higher education. This task represents a major commitment not only of colleges and universities but of the federal government as well, which is making a growing effort to aid American education. The preparation of teachers, once relegated to poorly supported and segregated two-year normal schools, is now the subject of a major educational effort in our nation.

As we take stock of our present situation—bearing in mind that AACTE member institutions prepare over 90 percent of our nation's new teachers—we must do so with a sense of responsibility and commitment. It is axiomatic that all of us build for tomorrow on the foundation of yesterday's frustrations and failures, as well as it successes. The AACTE faces its second fifty years as a viable agency of higher education, an agency that has been tested in the fires of controversy and the experiences resulting from action and change. You have had a part in this and are to be congratulated. It is indeed fortunate that our nation has the experience, the know-how, and the unified resources represented in the colleges and universities which comprise the membership of this organization.

Your Association is geared to assist American higher education in meeting today's demands. History has seen to it that at this time of pressing needs, the Association is ready to contribute. Let's not give the impression that we have arrived at this critical juncture in the development of American teacher education without organizational problems. Let me identify three particularly knotty ones which are facing AACTE and its officers:

The first reflects the growing complexities of our member institutions. It is one that has been meaningful to teacher education since the beginning of the movement away from the single-purpose institution devoted to teacher education. Having now completed that transformation, the focus is on the growing complexity and size of all colleges and universities. I wish to direct our attention to the growing distance between the chief administrator of a higher education institution and its teacher education program. Although our institutions have gone, and continue to go, through significant democratization of their organization, with the accompanying dispersion of responsibility and leadership, the fact remains that administrative support for program priorities and for curriculum change is imperative.

Much of the success which has marked AACTE's recommendations and activities in the past has been strengthened by the active participation of college leaders as well as faculty members. The diffusion of responsibility for the preparation of teachers, which has so correctly accompanied the growth of our colleges and universities, was recognized by AACTE in 1966 with the expansion of official representation from each member college and university. This step, aimed at attracting representatives from the administrative leadership, from subject matter fields, and from teacher education divisions, reflected the growth of our commitment to all aspects of higher education. Teacher education has gained strength from this wider participation in the planning for the preparation of educational personnel. Many top administrators of our institutions have welcomed this organizational means of continuing close contact with AACTE and with its national program.

The level of the communication and participation represented by this development, however, varies widely. While it is unrealistic to expect minute attention to the day-to-day details of organizing and carrying out a program of teacher education, is it too much to seek a close identification of the top-echelon leadership of our member institutions with this area of study which absorbs so much of our institutions' time and resources and the products of which are in such critical demand by today's society?

I think the answer is a resounding "No." It is because of this conviction that I believe it imperative that the AACTE redouble its efforts to assure the continued close identification of the decision makers in higher education with the faculty members—both within and without schools and departments of education—who must realistically be the source of the major thrust in the improvement of teacher education. The Association's potential for effective action lies in the broad-based participation that has long been the hallmark of the Association's approach to change and development.

However, because of the demands now being placed on our member institutions, what I am suggesting will not come about automatically. What is called for is an extension of our already effective cooperative effort. We have succeeded in our attempt to weld a national association from widely disparate types and sizes of institutions of higher education—a national association committed to the proposition that teacher education is a significant task for higher education. What is needed is further recognition of the cooperative needs of the undertaking on the local campuses. The changes that are now so desperately needed in teacher education cannot be realized without the complete involvement of all aspects of the institution and the full commitment of the resources of these divisions and specialties. The AACTE has a contribution to make here, just as it has in encouraging interplay with agencies outside higher education which have such a significant role in our work.

In doing this, it seems to me that emphasis should be placed on the importance of the team of representation provided in our organization. Good interrelationships should prevail and should be marked by frequent communication and planning together. The AACTE program orientation, as well as its publications and pronouncements, should reflect this cooperative approach. Our input to the wider debate regarding teacher education will have new meaning if it accurately reflects this broad-based representation. The burden of the proof of the importance of this proposition lies with us. Increasingly effective lines of communication must be developed if we are to continue to carry on the program relevant to the needs of our colleagues in higher education.

As has been pointed out earlier in this meeting, the matter of relevance becomes more challenging and more difficult each passing day. Our 1968 annual meeting program accurately identifies the revolution that is currently under way in our field. As we in AACTE set our sights on a hundred years of service, we must do so with assurance that teacher education in the next fifty years will be significantly different from what it has been in the past.

The word has finally broken through the consciousness of all that what this Association and its membership has been concerned with these many years—the task of improving the education of teachers—is as important as we have said it is and that this emphasis should be maintained. The participants in the revolution that is going on about us are many. We have already referred to the wider involvement of our total faculty and the administrative structure, but the movers and shakers of this situation extend well beyond the campus borders of our colleges and universities. Forces outside the college and university community are now pressing for an active role in teacher education. For many years we in this organization have welcomed the interest of elementary and secondary teachers. This thrust, so ably represented by the work of the National Commission on Teacher Education and Professional Standards, has resulted in significant contributions by teachers to the work of the National Council for Accreditation of Teacher Education, to policy discussions, and to the development of new direction for our field. The Association has welcomed the role of teachers in preparatory programs and has worked closely with them and with NCTEPS in many ways fully documented by the history of teacher education during the past two or three decades.

The teachers in the public schools now are visualizing a new role in teacher preparation. The teachers of today, reinforced by day-to-day contact with the rigors of teaching growing youngsters, readily recognize weaknesses in teacher preparation. The lack of relevance to actual school situations in both rural and urban schools becomes significant. The teachers, our product, are leading the demand for renewed efforts for improvement. Frankly, many of them believe themselves ill-prepared for their responsibility. This is a serious indictment for us in the college and university community, and it suggests the need for effective action on the part of higher education and this Association. With full allowance for the justifiable responses we might make to such charges, the fact remains that this problem can no longer be swept under the rug by those of us in AACTE and in higher education. We need to attune ourselves to those who know us best: our students and our graduates. We need to ask ourselves and our colleagues the tough questions suggested by educators and laymen alike.

The alternative to direct involvement with the schools and with the problems of education as they exist, in my judgment, is the abdication of higher education's responsibility for teacher preparation. Such a backward step in the history of professional development obviously must not occur.

Another source of pressure for change in the current situation is the federal government. We had a brief review of some of these issues earlier and I need not repeat them here. They are all too evident. The public, our legislators, and our administrative leadership are pressing us to respond —and respond promptly and well.

A third force at work bringing about change is the concerned public. If it is going to support increased funds for American teacher education, the public is going to demand greater accountability. This means that we are going to have to know more about what we are doing and how to achieve success in doing it.

Your Association is attempting to respond to these pressures by fulfilling its role as an agent of change. Through our consultative program, our work in evaluative criteria revision, the provision of information to government agencies and other institutions, and the assembling of an effective professional staff in the Association's offices, we are providing some of the means through which you can respond to these pressures. We have the problem of identifying and sorting out pressing new approaches to teacher education. Your Association has been active and continues to be active in this field. We have talked about the media workshops that Walter Mars and his colleagues have been conducting. We have examined their efforts to bring about closer attention to the problems of instruction in teacher education and have considered how this can be enhanced in our institutions. The NDEA National Institute has been providing a means for the AACTE membership to come in closer contact with the problems arising as teacher education responds and reacts to the preparation of teachers for the disadvantaged youth of our nation.

Our International Relations Committee is outlining in depth new approaches to the problems of the curriculum in teacher education, so that we can in fact mount programs in our institutions that will get to the heart of much-needed change related to working with peoples of other cultures.

The problem of where we're going to get enough teachers to man the institutions in the field of teacher education is also a concern that we have to come to grips with. The Association can rightfully claim contributions to the development of the concepts underlying the Triple T Program and the Tri-University effort. Hopefully they are going to provide some new insights as we move ahead.

We must also have a knowledge of our resources. So many of us have resources that are unknown to people down the street, let alone to the nation as a whole. It seems to me that AACTE has a real responsibility to pull these resources together in such a way as to magnify their usefulness. We have some cues along this line provided by our productivity study which has been turning up useful data on the production of teachers. The proposed base-line study which we anticipate will look at existing resources of our colleges and universities in the field of international relations is another possible informational resource. The Association has a responsibility to help interpret what is going on, not only in research, but in society as well.

We must also consider AACTE's role in the organizational hierarchy of American education. There are problems regarding our relationship with the National Education Association. Is our affiliation with this organization really the most effective arrangement for us at the present time, facing as we do changes within the teacher organization? This is a question which will require considerable thought. We must restudy our relationship as an active member of the higher education community.

To do all of these things will require a line of communication that is still far from adequate. The possibility that an ERIC Center for Teacher Education will be established (in which your organization will have a leading role) suggests that the time may soon be here to establish a national center for information about programs, ideas, research, and commitments. Such a center would be useful to all of us in moving ahead.

In the 17 years that I have been associated with this organization, the AACTE has grown in membership to figures far beyond any of our expectations. Its personnel and financial resources also have grown proportionately. We have a new level of sophistication from which to deal with the problems that are coming to us from the many sources I have noted. Most importantly, we have the willingness to accept the responsibility to act in the interest of teacher education, higher education, and the public.

As we look ahead, we must continue to be the flexible, adaptable organization that has marked our past. We must not be fearful of evaluating the effectiveness of our work as an association and as the institutions which we represent. In short, we must move ahead to continue our work in the education of American teachers.

Cooperation in Changing Teacher Education

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OBJECTIVES AND COMPONENTS BASED ON NEW DEVELOPMENTS

REV. JOSEPH P. OWENS, S.J.

For the past two years it has been my privilege to be a member of the Committee on Studies of The American Association of Colleges for Teacher Education. In that time I have been closely associated with Asahel D. Woodruff, and this year, much to my regret, he is leaving the Committee on Studies, having fulfilled his term. It has been a pleasure to work with him, and I wish to pay public tribute to his leadership of the Committee on Studies for the past two years and, in particular, during the past year.

I want to report on a problem which the Committee on Studies has felt for years to be urgent—particularly so in the last two years. That problem concerns how best to tap the resources of talents that are available in the institutions belonging to this Association.

Further, how do we plan for the long-range future of teacher education? And, thirdly, how do we plan for those things on which action should be taken immediately?

In order to answer these questions, your Committee on Studies has been meeting and spending untold hours planning, thinking, discussing, and debating in an effort to come up with some plan of operation. As specified in the revised Bylaws, the chief responsibilities of the Committee on Studies shall be to (1) "have general responsibility for the Association's program of studies and research"; (2) "initiate, plan, direct, and where appropriate, conduct studies"; and (3) "recommend for publication reports of studies and research pertinent to the preparation of educational personnel."

This is the current operational structure of the Committee on Studies. Heretofore, the Committee on Studies has commissioned or designated certain individuals to come up with the answers to particular questions, to look into and solve some pressing problem facing the profession of teacher education in the here and now.

In the past the Committee on Studies has had some notable successes. It was out of the Committee on Studies that the whole matter of evaluative criteria came. This has since spun off into a separate organization, NCATE. Other examples might be cited. For instance, the Team Project and the Media Project had their beginnings in the Committee on Studies and went on to extremely successful programs. The Committee on Studies was one of the first groups approached in regard to the feasibility of the NDEA National Institute.

There are other projects that the Committee on Studies has undertaken which have not been so successful. In fact, there was one subcommittee appointed which never had a meeting in the course of two years.

It was finally disbanded, but since it dealt with a very important problem this subcommittee probably will be reactivated.

So, in brief, the Committee on Studies has been appointed by the Executive Committee with the responsibility to initiate, plan, direct, and conduct studies. This it has done through the medium of subcommittees. Sometimes it has been successful; sometimes not so successful.

For the last two years, in particular, the Committee has noted that as an Association we are not making long-range plans. Therefore, the Committee on Studies has developed a new structure. It is going to activate subcommittees which will be permanent in nature. There will be one subcommittee devoted to the teaching-learning process. It will be the task of this committee to make long-range studies and to recommend immediate action in some areas. Another permanent subcommittee will address itself to the academic and foundation disciplines in teacher education. A third subcommittee will deal with social forces, trends, and educational relevance. A fourth subcommittee will deal with technology in education. A fifth will be devoted to policy making and implementation in teacher education.

Other subcommittees will be added as necessary. However, at present we have activated these five subcommittees. Pro-tem chairmen have been appointed and charges developed for each subcommittee. The pro-tem chairmen are supposed to come up with the names of leaders who can supply direction and information on the issues and trends in the pertinent areas. In order to do this, the Committee on Studies must, to a greater extent than ever before, rely upon the tremendous talent embodied in the membership of the Association. Therefore, we will be calling upon all to help in identifying such persons.

What do we hope to achieve by such committee substructures? First of all, we hope to achieve a continuity of study. Heretofore, our approach has been somewhat "staccato." We have not met often enough nor have we devoted sufficient time to any particular problem. Secondly, as a result of continuity of study, we hope that we will formulate some long-range planning. Thirdly, we hope to involve to a greater and greater degree the talents available in the member institutions. Fourth—and this probably ranks first in importance in the thinking of the Committee—we will thus be able to give greater service to the membership of the Association. Fifth, we hope that out of this activity will come a clearer statement of the position of professional teacher educators in regard to problems of education and our national society.

What is the projected scope? It is projected that we will deal with those things which have immediate implications for present operation and those things which are far in the future.

This is an ambitious program. We are concerned with planning for the future and asserting the professional teacher educator's voice in the land. We are the establishment. I think we should be proud that we are and that we can assume the responsibilities that go with that designation. I cannot think of that term as being pejorative. These activities must be centered somewhere. We hope they will be centered in a National Center for Teacher Education.

TACTICS FOR INSTITUTIONAL CHANGE IN TEACHER EDUCATION

F. Robert Paulsen

I may have to duplicate some of what Father Owens has just mentioned. You will note several key ideas being used repeatedly: a new thrust in the development of a program for the Committee on Studies and AACTE in general; long-range planning; providing more services. These three are the most important. Under our recent set-up the most the Committee on Studies could do in its infrequent meetings was to hear reports from various subcommittees, accept the reports, and hope that the information received would be disseminated throughout the country. Then perhaps we could tackle a new and immediate problem thrust upon us. This approach kept us about two or three years behind where we should have been.

The Committee has instituted the new subcommittee structure in an attempt to take into account, by means of studies and dissemination, the total content of what we mean by teacher education today.

Time does not afford me the opportunity to present specific illustrations of the concerns of each of the subcommittees. But I should like to mention two of them. The Subcommittee on the Teaching-Learning Process recognizes that there are excellent programs available in some of our institutions on such things as microteaching, interaction analysis, and some of the newer innovations of the past 10 years. We are not sure that the other aspect of this process—the learning process—has not been forgotten. This Subcommittee might address itself not only to obtaining and disseminating information about those studies and programs relating to teaching but might incorporate within its program more on learning programs. It might consider how to involve the educational psychologists to a greater extent in this entire problem of the teaching-learning process.

The other subcommittee I wish to discuss is that devoted to policy making and implementation in teacher education. We firmly believe that this subcommittee should be concerned with the total picture of policy making and implementation as it relates to the overall teacher education program. Our problem, after restructuring the subcommittee organization, was to ask ourselves how we might really implement such a program. Consequently, the Committee decided that, in addition, we would pursue the prospect of establishing a National Center for Teacher Education. It is the establishment of such a center that I have been asked to speak to directly.

At the outset I should say the National Center is not envisioned as a center subsidized and sponsored solely by the federal government, with whatever implications and ramifications such a center might have; nor is it presumed that it would compete in any way with the research and development programs and the action programs which exist today in many of our institutions of higher education. We hope such a center will be national in scope. What we are proposing is an organization or an agency within AACTE charged with the responsibility of implementing the programs which should be emanating from the new committee structure of the Committee on Studies.

I would like to read a portion of the proposal. I think it will afford a more precise description of what we have in mind:

> Whereas, considerable improvements in teacher training have been accomplished during the past decade, criticisms continue to be heard throughout the land that more must be done to improve the educational enterprise at-large, and that the focal point for such progress must rest with improved teacher education. Much of the criticism is unjustified, and there must be admission from those who study better developed teacher education programs that significant ways and means have been established by which more competent teachers are being prepared. Unfortunately, many of those who are most vocal with criticism against teacher education are those who are not fully informed concerning programs of excellence now in existence. Nevertheless, it is recognized by teacher education faculties and public school educators that more needs to be done if education is to solve the many problems which confront society today. Teacher education needs rebuilding. A large effort has been mounted via Research and Development Centers, Regional Laboratories, and many other programs and projects to study the various facets and problems of American education, including teacher education.
>
> There is already a substantial body of information that could, if it were utilized, produce significant improvements in teacher education.

These conclusions have been demonstrated by some of the projects mentioned earlier: the Media Project, the National Institute for the Disadvantaged, and similar projects with which we have been involved. Experiment, research, development, planning, and evaluation must all be components of programs designed for improving the quality of teacher education. Under the present effort, the reservoir of pertinent information will probably be multiplied several times, but the utilization still remains an unsolved problem. Overall improvement in teacher education must occur in individual faculties on several hundred campuses. This has never been successfully accomplished by more than a few privileged institutions which were able to find the money and employ the necessary leadership and personnel for the purpose. Most faculties are therefore looking beyond their campuses for either whole program models or parts of programs which they might try.

We believe that a national effort, through AACTE, is needed to close the gap between basic data and operational programs. A program of usage is imperative. It should in no sense duplicate the work of the many research and development programs now under way but should concentrate on the production of operational ideas for use by teacher education institutions.

Usage is appropriately the responsibility of the college of education. The roles of other parties seem logically to be contributory to the role of the colleges and schools. The most productive relationship between the college and school people, on the one hand, and the several scholars and specialists, on the other, will have to be developed through some trial and we hope not too much error. This relationship may take one or more forms. Let me mention one or two.

Practicing teacher educators, using the literature and resources now available, would formulate some systematic concept of their enterprise, and they would identify the questions for which they need answers from the scholars and specialists. Let me say that many of us remain convinced that we do not solve our problems merely by hiring an anthropologist or sociologist. First of all we must know the proper questions to ask people from the various disciplines. Specialists should then be asked to supply information relevant to the operational program of the practitioner and to help with its application through insights in educational practice. In effect, we would be asking scholars from the various disciplines—some of whom our institutions have already engaged—for consultation on questions of importance to use as we understand teacher education.

We need help of this sort from several fields outside education. For example, in industry, where experts have made considerable strides in quality control problems, personnel problems, staff improvement programs, public relations, and so on. The program presented here proposes that a national effort be directed to study teacher education by means of involving area specialists and scholars from all disciplines who might have an interest in determining ways and means by which the preparation of teachers might be improved.

In summary, I would note that the National Center for Teacher Education would not—and I repeat *not*—be competitive with those existing and ongoing programs in many of our colleges and universities throughout the country. We hope that funds will be made available to us from several sources. This will forestall criticism from those who would say, "Ah, another research and development center trying to get in on the federal or the private foundation pie."

The establishment of such a center is not intended to serve as a means to promote any single, national model program for teacher education. We believe there are many programs and many models which should result from this dialogue, and information on such findings will be made available to the membership.

Let me suggest that the Center would definitely be a service and working agency with the AACTE. It would help implement the program suggested by the Committee on Studies of which you have a schematic outline. Such an agency within AACTE would afford a more meaningful relationship among and, we hope, involvement of all member institutions in the development of improved teacher education programs.

We believe that the power inherent within AACTE is considerably greater than we have ever used in the past. Power is ability. If we use the power of AACTE appropriately, we can accomplish much in the overall national development of improved teacher education. We are not interested in asking for more power than we already have; nor, for that matter, in using our power merely to have our voices heard above the critics, who either fail to understand our problems and our programs or who actually are disinterested and continue to believe that by carving away at teacher education they may achieve some type of visibility in the overall educational enterprise in this country.

We are saying, "We must use the power we have, and this power is directly related to the responsibility entrusted and assigned to us for the education of teachers throughout the land."

A NATIONAL CENTER FOR TEACHER EDUCATION

Robert F. Topp

I don't know when those of us who have been serving on the Study Committee during the past two or three years have wanted so desperately to communicate our feeling that AACTE is at a turning point in its history, that it must take action now if it is to assume the leadership that it should have assumed earlier in the determination of teacher education in this country. AACTE is teacher education in the United States of America. It seems as though we have forgotten this. We prepare 90 percent of the certified teachers in this country. Up until now, we have not taken our proportionate share of the responsibility in providing leadership, stimulation, and evaluation in the determination of major federal projects.

I personally feel that it is now or never, that if we continue our past performance into the future we are going to fall behind the rest of the country in leadership and control of the preparation of teachers. This would be a sad day because in our membership we have people who have devoted their lives to teacher education, to the actual preparation of teachers across this land. After having sold the Executive Committee on this, we now approach you for your support. We hope we can have your help and that you will identify in a more complete way with your professional organization, The American Association of Colleges for Teacher Education.

A major step in giving AACTE some muscle, giving it influence at the national level, is represented by the establishment of a permanent Government Relations Committee of the AACTE. We are going to have a small, hard working committee that will quickly reflect your needs and report developing crises in various projects at the federal or state level.

It will get in touch with you in order to gather your opinions and do something about them as quickly and as effectively as possible. I think the establishment of this Committee is a momentous act which will aid us all, providing that the people who serve on the Committee are willing to give the necessary time, energy, and concern.

We've got to come alive in teacher education in this country; we've got to take advantage of the tremendous strength we have. We are going to seek funds to create in the AACTE a national influence that will be effective and will truly bring about change in teacher education.

Now, along with the National Center for Teacher Education, we are proposing that a clearinghouse for educational resources and information for teacher education be established, housed, and administered by AACTE. Essentially this would be an ERIC Center, which we hope will be funded by the federal government. It would be devoted entirely to the accumulation and dissemination of information and research in teacher education. If this comes to pass—and we have high hopes that it will come to pass because we have been invited to submit a proposal and are in the process of doing so—any institution will be able to turn to The American Association of Colleges for Teacher Education office for information on any phase of teacher education. Quickly and efficiently the central office will furnish a bibliography of information on the topic of interest. The bibliography will cite many items which have never been published or printed, such as reports of experiments and programs that are going on in our members' institutions. At your request, you will receive a summary of whatever studies or programs you are interested in.

We will be affiliating with NCTEPS and AST in this regard. They will be our partners in preparing the proposal, but the whole ERIC Center for Teacher Education will be administered by AACTE. We think this is close to becoming a reality, and we hope that we can accomplish it so that your central organization can be of greater service to you.

The National Center for Teacher Education and a clearinghouse for educational resources for teacher education are natural partners. They belong together; they supplement each other. We feel that if we succeed in establishing a National Center for Teacher Education, we are going to be able to accomplish the clearinghouse, the ERIC Center. If we run into some problems, we may have to call upon you for letters, telegrams, or some other support in this regard. But at the moment we don't think it is going to be necessary. Where we are going to need your help now and in the foreseeable future is with support for our National Center for Teacher Education. We are going to ask you to become active, to do something that many other professional groups did long ago: share your allegiance with your professional organization at the national level. Give some of your time, energy, and allegiance to your national organization, as well as to your institution. We are not going to be competitive, but mutually supportive, and you should recognize this.

Institutions preparing teachers will benefit by the strengthening of AACTE and, in particular, the establishment of a National Center for Teacher Education and its clearinghouse. We are ready to do something positive, to take some action, and we need your help.

The Studies Committee is asking that as soon as you get back to your office you start formulating a letter to our executive secretary, Edward Pomeroy, giving your endorsement of the National Center for Teacher Education, if you feel that you can support it, and I hope that we have convinced you. We are going to need letters as we prepare materials for a proposal which we will discuss with the U.S. Commissioner of Education and whatever offices are necessary. You will be alerted to the need for letters or telegrams or phone calls at the appropriate time. We want you to cooperate in the coming of age of our esteemed professional organization.

ONE INSTITUTION'S APPROACH: A SUMMARY

J. **Hugh Baird**, associate professor of education, **Dwayne Belt**, associate professor of secondary education, **Lyal E. Holder**, associate professor of teacher education, **Clark Webb**, instructor in teacher education, **Darryl Townsend**, graduate assistant, and **Charles Bradshaw**, student—all of Brigham Young University in Provo, Utah—participated in a slide presentation explaining that University's unique Secondary Teachers Experimental Program.

Perhaps the most unique feature of this experimental program for prospective secondary teachers is that it has been conducted without outside financial support, on a modest institutional budget. It is also unique in the extent of its faculty-student interaction, which will be discussed further.

At present it is a one-semester program which provides 19 semester hours of the required 23 semester hours for certification. The panelists described two phases in their presentation: process development—or the steps taken to effect change in the program—and program content—or what the student does in the program. Ten steps were identified in process development:

1. *The identification and determination of educational goals.* This led to the conclusion that a student's accomplishment should be evaluated on the basis of how well he performs certain specified behaviors, rather than on the basis of how many education courses he has endured. It was also determined that students should be taught by a team of professors with complementary skills and abilities and that the pace of their education should be self-determined, in recognition of individual differences.

2. *The identification of resources and the bounds within which the program must confine itself.* Given Brigham Young's particular situation, they decided that the experiment must not interfere with the conventional four-year program.

3. *The specification and writing of terminal behaviors.* Experience and research were drawn on in formulating these behaviors.

4. *The initiation of the program.* The cooperation of the department chairman was crucial. A heterogeneous group of students was accepted into the program. Major field of study varied, as well as grade-point average.

5. *The identification of skills and concepts.* These were derived by analysis of the specified behavioral objectives. In doing so, an effort was made to avoid the unnecessary overlaps and bridge the gaps which exist in traditional programs.

6. *The description and preparation of operational activities.* Among the techniques identified were microteaching, student teaching in teams, interaction analysis, videotape models, and preparation of curriculum materials for individual studies.

7. *The preparation of pre- and post-evaluation.* Pretests identify weaknesses. The student enters the sequence and recycles as necessary to satisfy a given behavioral objective, as measured by the post-test.

8. *The collection, design, and production of media.* As an example of this, audiotapes were prepared for listening stations in the library.

9. *The implementation of the full program.* This phase will begin in the fall of 1968, at which time up to one hundred students will be enrolled. For the past four semesters, they have been operating limited experimental programs. Some administrative details still remain to be worked out.

10. *The evaluation and revision of the program.* This will entail interviewing "graduates" of the program, cooperating teachers, and future employers. A systems analysis will carefully examine administrative aspects in the interests of maximum efficiency.

The second phase of the presentation, program content, was largely described by Darryl Townsend and Charles Bradshaw who had firsthand experience as students in the program. As described, the program does not use the traditional lecture method. There are an unspecified number of discussion seminars each week which take the form of question-and-answer sessions. Individual discussion with professors is also possible.

Very early in the program the students are divided into teams. They work as such prior to and during the student teaching experience. The students had high praise for the greater personal contacts which these arrangements provide.

The students were also quite enthusiastic about the individualized nature of the program. They felt they profited by the team arrangements during student teaching. This allowed individual student teachers to work with small discussion groups of secondary students. In this way they got to know their students much better.

One student particularly appreciated the fact that the program allowed him to be certified in a much shorter time than would have been the case under the traditional program.

The advantages of the experimental program over the conventional program follow: Students are forced to accept greater responsibility for their behavior as students and their work in preparing to become teachers. The program does take account of individual differences and allows students to progress at their own best pace. Unnecessary overlaps in the professional sequence of courses have been eliminated. The program provides effective in-service training for the public school teachers involved. Student teaching in teams decreases the number of classroom stations needed; therefore, administrators can be more selective in assigning classrooms and cooperating teachers—thereby gaining better quality in both. The various teaching and learning devices—microteaching, interaction analysis, team student teaching, and so forth—reduce the possibility of a student teacher learning from one poor teacher model. Thus, the likelihood that the weaknesses of the present system will be perpetuated is greatly reduced.

AID Administrative Internship Program: Presentation of Certificates*

DALY C. LAVERGNE
Director
Office of International Training
Agency for International Development
Washington, D.C.

We in the Agency for International Development like to believe that we're in the business of development for the purpose of improving the world's chances for peace. We know that many attempts are being made to solve the problems that countries face.

We had a story in Southern Louisiana, where I grew up, about a fellow who came to town one day with something bulging under his jacket. His friend asked, "What have you got there?" He replied, "Dynamite." "Don't you know that's dangerous? You shouldn't be walking around the street with dynamite." The fellow responded, "I'll be careful. Every time I come to town I meet this fellow at the hardware store who slaps me on the chest and breaks my cigars. Today I'm going to blow his hand off."

Attempts are being made to solve some problems in the world without thinking of the consequences. I like to believe that development is constituted not by a series of economic models, but by humanist efforts. This is where the organizations represented at this session are making an important contribution.

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* This ceremony was a part of the Combined General Session in Chicago of The American Association of Colleges for Teacher Education, the Association for Student Teaching, the Comparative Education Society, the John Dewey Society, the Laboratory School Administrators Association, the National Society of College Teachers of Education, and the Philosophy of Education Society.

The office which I head in the Agency for International Development is responsible for helping arrange programs for quite a number of people from cooperating countries. Last year we had something to do with over 15,000 different individuals. Certainly one of the important contributions is that made by The American Association of Colleges for Teacher Education. I've spent half of my fairly long professional life in other countries dealing in the work in which we are all engaged. It seems to me that in every country one finds the talent necessary to solve problems. But, like our own country, there always seems to be a lack of individuals who can provide a sense of direction, who can be the inspirers of other men, who can propose actions which will lead to the attainment of the aspirations and goals of the people.

While a fairly small number of individuals have participated in the AACTE program to date, it seems to me one which offers great hope for those institutions which will be helped by these individuals. I might say that the results so far seem to be very gratifying. I will mention here a few people who have been through AACTE's program:

Gregorio Borlaza, who was an intern at Wisconsin State University, Stevens Point, is now the dean of instruction, Philippine Normal College.

Paz Ramos, who was an intern at Western Kentucky University, is now dean of admissions and director of the summer institute at the University of the Philippines.

Joseph Abwao, who was an intern at Wisconsin State University at Platteville, is now acting principal of Kericho Teachers College in Kenya.

Nartchaleo Sumawong, who was an intern at Central Washington State College, is now acting dean at Prasarnmit College of Education, Thailand.

José H. Castillo, who was an intern at Eastern Illinois University, is now regional coordinator for four universities in Colombia.

These are only a few examples; I am sure the final report will be a monument to the generous contribution your institutions have made.

It is hard, of course, to predict what the future will bring. This year we hope to recruit twelve to fifteen interns. Some of your college presidents are even now traveling in foreign countries. I might suggest that the other institutions represented here consider the feasibility of establishing an intern program of their own. A foreign scholar in-residence would benefit himself, the institution from which he comes, and the host institution in this country.

Those who teach international relations usually point out four means available to a nation for carrying out its foreign policy: It may use force or threat of force; it may employ its economic wealth in commerce; it may use symbolic or psychological means to advance its purposes through persuasion; or it may enter into treaties or agreements to create multinational arrangements. We might deduce that you are promoting a fifth means. You are encouraging the application of your extensive educational resources and the talents and skills of your trained personnel in international relations. By sharing your knowledge, experience, insights, and achievements, you are promoting mutual understanding and the further development of intellectual and educational cooperation on an international scale.

And now I should like to present Certificates of Cooperation to the following institutions which trained interns during 1966-67:

Baldwin-Wallace College
Berea, Ohio
Intern: Ahmed M. Sabry
United Arab Republic

Central Washington State College
Ellensburg
Interns: Foongfuang Kruatrachue
and Mrs. Nartchaleo Sumawong
Thailand

Eastern Illinois University
Charleston
Intern: José H. Castillo
Colombia

Hamline University
St. Paul, Minnesota
Intern: Joshua S. Meena
Tanzania

State University of New York
at Albany
Intern: Shamsulabuddin Shams
Afghanistan

State University of New York,
College at Buffalo
Intern: Soemardjo
Indonesia

State University of New York,
College at Oneonta
Intern: Eleanor T. Elequin
Philippines

Western State College of Colorado
Gunnison
Intern: Benjamin A. King
Sierra Leone

Africa: A Continent Seeking Identity*

DREW MIDDLETON
Bureau Chief of the
New York Times at the
United Nations

Before embarking upon the body of my remarks I will give you some of my own personal background as far as Africa is concerned. I spent most of three years during the war chasing back and forth across North Africa, from the Nile to Algiers. I was in East and Central Africa for three and a half months in 1961. I visited 18 African countries, most of them sub-Saharan, in 1966, and I've been back two or three times since.

Therefore, I report as an American with no prejudices or axes to grind—I hope—who sees Africa as it is today. I hope to be plainspoken but fair.

To begin with, we see a continent with great hopes and great problems. I think we must define what we mean by *independent Africa.* What is the identity this continent is trying to find? What are the barriers that stand in the way? We must remember that Africa is divided in many ways. The first division to come to mind is the geographical barrier formed by the great Sahara. North of it and to the west are a string of largely Moslem countries inclined by tradition and by trade to look more across the Mediterranean to Europe than south to the rest of Africa. One of the most important developments in North Africa since independence began coming to Africa is that these countries are now becoming aware of the great continent that lies to the south and are beginning to realize that its problems are their problems. The old ties with Europe still exist, but now some states are looking both ways. Ethiopia has always had strong ties with the Middle East and is now taking a leading role in Africa.

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* This speech was given at the Combined General Session of the annual meeting. See p. 213 for the names of the organizations represented at this session.

There are other barriers—religious, social, and economic. We speak of African states, but at this point in their development, many of them are still divided by tribal antagonisms and exasperated by economic factors. The difficulties in Nigeria at the moment are tribal, religious, and also economic. Language is another barrier. In Tanzania, when I traveled 50 miles, my driver couldn't understand the language of the tribe we were visiting. There are other almost insuperable barriers. Boundaries drawn by the European powers fifty or sixty years ago were made with no thought for what they did to the people. As far as Europe was concerned, the people almost did not exist. Think of the difficulties that must have been caused by the boundary drawn across the Congo which divided tribes.

These are some of the barriers that hamper independent Black Africa in its search for identity. But, to me, the core of the problem is of our making. We Americans and Europeans are asking independent Black Africa to telescope 20 centuries into 20 years. We are asking them to do what we could not do. We are expecting them to speed up a process which has taken us a long time and which in many cases is by no means finished. My fear is that by pushing too hard and asking too much we may cause a continuation of the general turmoil that has characterized independent Africa for the last five or six years. Thirty-one changes of government by force are not the answer.

Why do I fear that this will go on? When independence came to Africa, it solved a great many human and political problems, but it raised new issues and new problems. Did independence come too fast? This is a justifiable question. Might it not have been better if the colonial powers had stayed five years here, seven years here, and ten years here, until their programs of education had borne more fruit? But some colonial powers, even in the late 1940's and early 1950's, didn't have the money and some didn't have the will to do much more than they were doing. We have reason to be grateful to the United Nations. In Africa, and in Asia too, the course taken by the young states has been eased by the fact that the United Nations was there so that they had an arena—a forum—in which they could stand up and make their feelings known. It is a tribute to the United Nations that the independent African states have been able to form a group which, if not completely effective, at least is able to speak for Africa on the great issues that confront it.

Most of these issues that arose after independence were concerned with involved economic and social problems and were connected with the internal development of the countries. Some, but not all, of the men who led the movement to independence, who fought for it and brought it about, were unsuited for the drab day-to-day business of a developing country. There are, of course, great exceptions. President Kenyatta in Kenya has shown a great capacity for growth, has kept his eye on the main issues in his own country, hasn't tried to be a great world statesman, but has given a great deal to the development of Kenya. He is a man who in some ways shows a strong streak of humor, which is perhaps unconscious. I remember the last time I saw him, I asked what Tom Mboya was doing. He said, "Well, Tom is overseas with the economic ministries. He is what dear Winston used to call an overlord." "Dear Winston" was Winston Churchill, the man who put Kenyatta in jail for five years. This seems a great example of a man being able to develop in power.

The tasks facing the people were monumental, and at the same time the subsidies and overseas interests were reduced. Some, but not all, of the Europeans who had been in the economy and in the government were withdrawn. The inner structures were of varying strengths—very weak in a country like Tanzania, much stronger in Zambia or Rhodesia. But, of course, railroads, hospitals, and school services needed maintenance and people to run them. In many cases the people were not available. There was some industry, although African industry is usually processing. As Félix Houphouet-Boigny, President of the Ivory Coast, has said, independence did not make these countries nation-states in the sense, say, that France or Norway is a nation-state. They still had too far to go. They still had tribal and language differences. The tribal balance had to be kept. When I was in one country and two cabinet ministers resigned, the president of that country had to be sure that the men who replaced them were from the same tribe. In some cases, this causes a loss of efficiency and interest and a solidifying of a society which should at this stage be more fluid. Representation by certain tribes is necessary, but in many cases it lowers the efficiency of the government. In many places the tribes most amenable to the colonial rulers were not the warrior tribes nor the leading tribes. Now, as in Chad, they hold power, and the warrior tribes feel out of it. This is the sort of problem the Africans must solve themselves. We can't do it for them.

Another point is that even the most efficient government in most African states can't provide the masses with what they slowly are realizing they are entitled to. I say "slowly" because one of Africa's greatest shortcomings is a lack of communication with the rest of the world, a lack of communication between government and government, and a lack of communication between ruled and rulers. It is easier to telephone London from a European country than it is to telephone a country 200 miles away in Africa. This is another problem the Africans themselves must solve. Africa is poor, and it is also underpopulated. Communication is vital as the masses become aware of what civilization can mean to them. The demand for a better life, which we have seen develop in Europe and Asia, must now be met in Africa. But, how fast can Africa go? Emperor Haile Selassie of Ethiopia is caught with this problem. He was the first in Africa to spread the idea that education was necessary to create an educated civil service. Now, he finds that the educated men are pressing for reform faster than he wants. He, at least, rules over a comparatively stable government, a one-man government in many ways.

Just about any way one wants to interpret it, this is quite an order. At first glance it appears that the authors of the standards want us to return to the old "professionalized subject matter" approach. But on closer examination this is not the idea at all. Rather, the implication is that through the training pattern a student will acquire a thorough knowledge and understanding of the special content he is going to teach. He will buttress this with a rather broad examination of supplementary and cognitive knowledge which will presumably give him a wider base from which to operate and provide greater acumen for designing his teaching strategies. Now, the specific way or ways in which he acquires this knowledge is not spelled out. In fact, the standard takes special pains to emphasize that this development is not the sanctioned province of any school, department, or college nor is any definite format—such as seminars or courses—indicated, although these are not precluded. It appears that in this instance innovation is not only encouraged, it is virtually demanded.

The theoretical-practice component includes the so-called humanistic studies—history and philosophy of education—and the behavioral studies—sociology, economics, political science, anthropology, and psychology of education. In addition "there is a body of knowledge about teaching (teaching and learning theory) and learning that can be the basis for rules of practice." This should be acquired, however, in conjunction with laboratory exercises and clinical experiences which will make their application more "concrete and intelligible." Finally comes internship, a trial period when the student has substantial responsibility for putting the whole package together with real students in a real school situation over a period of time sufficient for him to get the "hang" of the operation and be adequately evaluated through the process.

There really are no new ingredients in this package, but the breakdown as envisaged in the standards does constitute a somewhat different mix, as I pointed out earlier. My impression is that at present most institutions do not make as sharp a delineation between the general studies component and the area of specialization as is implied here. In fact, we are more inclined to lump general requirements with specialized studies—especially when the area of specialization is in an academic discipline—and use courses and whatever types of exposures are involved interchangeably in building the sequences. In short, some elements in the general component are a part of the specialized sequence, and similarly certain courses, seminars, reading assignments in the major area of specialization contribute to a student's general educational development. Actually, I find nothing in the new standards that would negate this approach. Furthermore, I can see no way that institutions can set up patterns that would so sharply discriminate between general and specialized studies. And I don't think the committee intended it this way. What is intended, I believe, is that faculties should carefully assess the distribution of a student's educational experiences as they relate, first, to his general educational development and, second, to his professional acumen and his

Most of the independent Black African states are, in effect, one-party states. The rationale for this was best put to me by Tom Mboya of Kenya. Two or three years ago he pointed out that countries just could not then afford divisive political parties, that their first objective must be national unity, and national unity would reflect the consensus concept valued by the African tribes. These tribal differences are illustrated by an African I heard talking to Malcolm McDonald, then the British High Commissioner for Kenya. Malcolm explained at some length exactly how the leader of the opposition operated in a parliamentary government as in the United Kingdom or in the United States. The African understood this, but he explained: "The trouble is, in our language the translation for *leader of the opposition* would be *chief enemy*." So, you don't have a very good basis for carrying on a loyal opposition.

The men who wanted independence used the one-party system to strengthen their hold on the government and on the country. This was natural, and they were sincere in what they said about establishing national unity. However, in my opinion, it a dangerous system. For one thing, there is no escape valve for the opposition. This in itself is a dangerous thing, and in many countries—as in the Ivory Coast, for instance—people who voice opposition are shoved into second-rate jobs in the capital. These are often men of ability and foresight. The government in most of these states can be changed only by members of the party or by a take-over from outside. In most cases, this take-over comes from the army. Without a vigilant opposition, a one-party system can lead to excesses, corruption, and misgovernment. Also, one party is much more vulnerable to outside subversion by capitalists in Europe or the United States or by communists in Asia or the Soviet Union.

What about communism in Africa? There are, of course, two global brands: the Chinese and the Russian. Communism has been largely ineffectual in taking over any African countries. The great prize was Ghana, and that great prize was lost early in 1966 when the people of Ghana, with very little help and without much prodding, decided they had had enough of Mr. Nkrumah and took the opportunity of his visit to Peking to throw him out. Don't get the idea that this action was as popular in Africa as it was in the United States or in Western Europe, because Nkrumah, as one of the great spokesmen for Pan-Africanism, had a great deal of authority and influence and was held with considerable affection throughout the continent. But, the influence which Russia had gained over Nkrumah and over Ghana, a comparatively rich African country, was gone. I was surprised when I was there a month later to find how little influence the years of communist tutelage had had on the people of Ghana. With great enterprise and commercial intelligence, these people sloughed off the alien ideas that had been planted there and went back to their original customs and reinvigorated their economy, which had gone broke as a result of Nkrumah's extravagance. They began to go forward again.

Elsewhere, of course, as in Guinea and Mali, they have turned to the left, but in neither country is the economy in good shape and in neither country do the rest of the Africans see any hope for the future. They are realizing that their real hopes lie in themselves and not in outsiders.

Some African leaders, like Kenneth Kaunda of Zambia, who is a very wise statesman, believe that Africa's best course is to get away completely from the cold war. That means not being too close either to the Americans or the Russians, and also not to be too close to the Western or Eastern Europeans who in their way are allied either with the Soviet Union or the United States.

However, neither the Russians nor the Communist Chinese are going to give up. Most people think that their target is the band of land that starts with Zanzibar off the Indian Ocean and stretches through Tanzania into the Congo. This, of course, is an area of great potential wealth. The Congo itself is very wealthy. Once established there, communism would have a belt of influence across Africa and would face southward toward its greatest problem, the white bastions to the south. I'll discuss that a little later. But, their progress has been very slow. The Chinese communists are great at promises, but not very good on performance. You're always told when you visit a country that the Chinese promised to build something—usually a match factory—and then you're taken out and shown the posts where the factory was to have been. The Russians are a good deal more forthcoming, but I noticed a peculiar absence of sympathy with Africa on the part of the Russians. Where the Englishman or the Frenchman or the American wants to go out and see the country, the Russian diplomats want to stay in their houses and have little to do with the people and with the country's problems. The Russians are there to do a specific job and get out. After the Ghana fiasco the Soviets are probably rethinking their plans. However, we should not discount the communist danger in Africa, for reasons I will develop in a moment.

Many of the African leaders, while they are not worried about the present, are worried about the future. They say, "Empty Africa beckons the Chinese." Others feel that Africa needs so much that she must take whatever she can get and rely on her own internal strength and her devotion to African ways to defeat infiltration from outside.

The African identity must be established in some way other than just maintaining African independence in the face of outside infiltration. This other way is *Africanization*, a word you are going to hear a great deal more about with each succeeding year. Africanization really means African takeover of its own countries. What does this mean? In some countries, more often the former French colonies than the former British colonies, there are still thousands upon thousands of French doing the jobs that they did when the country was a colony. There are, for instance, 9,000 French in the tiny country of Gabon. There were only 3,500 there when it was a French colony. I noticed that when I went to a hotel in Ghana or Nigeria, the people who took care of the hotel were Africans, and they took care of it very well, too. But I noticed that when I was in the Ivory Coast or the other former French colonies the people who took care of the hotel were French. This must change. Although some people who are against Africanization have made Africa cut-rate by bringing people in to do jobs they can't do, they still must understand that most Africans feel that they can and should do these jobs because it is their country.

However, the blunt and unpalatable truth is that at present most of the independent countries cannot exist without some measure of foreign help. For one thing, they are primary-product countries. They depend on markets abroad, and a penny's change in the price of cocoa can ruin a country for a year. They know that. This isn't a situation that countries like, but they have to do their best with the situation. They need investments and technical help from abroad—especially technical help at ground level—teachers, sanitation experts, doctors, hospital nurses. The list is endless and the opportunities are limitless. They are getting help. Although we in this country have done great work, I don't think we should underestimate what has been done by the Scandinavian countries, Britain, France, and West Germany—both in providing technical help and in investments.

In many countries, the Africanization problem exists because there are white technicians doing jobs that should belong to Africans but which aren't likely to be given to Africans as long as white employees are available. Africans, even those who understand the situation, feel deeply that they do not have the role in their continent that they should have.

I was talking at an airport in Douala, Cameroun, one morning to a young African who pointed to the airfield and said, "Now, look at that. This is our country and our airfield. But, there is not a thing on it, from the aircraft to the baggage label, that we made. This is what we've got to do: we've got to participate in our own societies, or sooner or later we'll be back in the colonial era with nothing to show but our own flag and a fiction of nationhood."

Of course, as you know, all through East Africa the pressures for Africanization have primarily affected the Indian and Pakistani subjects. Some of the Indians who have been thrust out have returned to India, but most have gone to Britain.

Will this exodus slow down Africa's economic and social development? I don't think so because I have great hopes for what the Africans themselves will do. The young people coming here and going to Europe and the start of new schools in Africa are hopeful indicators for the future. Although I am not an educator, it seems to me that the French to a great degree, and the British to a lesser degree, based too much of their African educational program on the classics, so that when the educated African came back the only things he could do were either to start a revolution or join the cabinet. What Africa needs are land-grant schools. Africa needs mechanics, Africa needs farmers, Africa needs everything that forms the basis of modern society.

Finally, the greatest of African problems is the confrontation between independent Black Africa—supported to the hilt by North Africa—with South Africa, Rhodesia, and the Portuguese colonies of Mozambique and Angola. Here is the heart of the matter. It is a highly emotional, racial, political problem—the one African problem that I think could lead to war, the one African problem that already has had global repercussions.

Let us look first at the situation as it is seen by the white South Africans or the white Rhodesians. In both cases, the defense of the racial policy of apartheid—in South Africa, for example—begins with the statement, "This is our country. We built it. Our energy and our resourcefulness have produced what you see around you. The economic strength from which the Africans benefit is our creation." This you will hear repeated all the way from Salisbury to Capetown. It's a strong argument if you look at it from their very limited perspective. It has, of course, some substance. Eighty years ago Rhodesia was empty. The pioneers did come in, plant the coffee, grow the tobacco. The gold mines in South Africa were developed by the Dutch and by the British. The investment was from abroad. The Boers and the British built the country. But this is not a basic argument because we're not talking solely about who did what. We're talking about what people are entitled to in this situation. In this situation the white man believes that the racial problem, and what he does about it, is none of our business. To give him credit, he knows it is his problem and that it won't vanish. The South Africans—despite what we may think about apartheid—are really convinced that separate development is best for both races. You are constantly told that the African in South Africa is better off economically and happier than he is anywhere else in Africa. They are also convinced that criticism of their situation—this is as true in Rhodesia as it is in South Africa—is communist-inspired. It is laughable, but it is a very important part of the psychological preparation of the white masses in both of these countries who interpret criticism from abroad for armed interference by the Africans.

Let's listen to the Portuguese—white, mulatto, or African—when he talks about his problem. He says that there is no segregation, and, of course, there is no segregation in the sense that Anatole France expressed when he said, "The Lord saw the rich and poor alike. Both were free to sleep in the parks." Mozambique and Angola are terribly poor. There has been investment, but there is, as far as I can see, no formal segregation. Anybody can go to school, but only a tiny percentage of the African population can afford to let its children go to school beyond a certain age.

The rebellions which started in the early 1960's were the best thing to happen to the Africans in Mozambique and Angola. Since then, the Portuguese who have been there 400 years have made some reforms. They gave full citizenship to the African; they eliminated the four-months forced labor—in fact, slavery—that the African had to do; they invested $140 million in Angola; and they brought in investments from outside Africa. Krupp, for instance, has a large iron mine scheme, and the Japanese have become involved. There has been some progress in Angola, but not as much in Mozambique. The Portuguese will tell you that theirs is a multiracial society. They think this is a much better road to the future than that of apartheid. They show you what has been done in the Linpopo Valley scheme where they brought in 12,000 families from Portugal and put them down to intermingle with 12,000 African families. Indeed, they have made progress.

But these four states, as we see them, constitute the greatest challenge to what independent Africa believes in. And it is independent Africa—not these states—in which the future resides.

In Angola and Mozambique we see the old colonialism we thought had gone forever. In South Africa, Southwest Africa, and Rhodesia, we see the African subjugated. The idea of "one man-one vote" (which is general in the other African countries) is gone.

The South Africans and the Rhodesians have, of course, some reason for being fairly optimistic. Why should the United States interfere when they have a billion and a half dollars invested in South Africa? The United States does $400 million worth of trading with South Africa and has over 250 companies there—some of them with yearly profits of 20 percent. Why should Britain interfere? She can't do anything to alienate her very best customer. When you talk to people in South Africa and Rhodesia, there is no glimmer of light. I felt often that I was back in prewar Europe, when it was impossible to reason with officials of Nazi Germany. There was no rational discussion. It was impossible because you couldn't get through to them, and any effort amounted to what the French called a dialogue with the devil. I do see hope in South Africa's incredible economic boom—South Africa is now the only great industrial complex in the southern hemisphere. More and more they will need the help of the Africans. Even when I was last there a year ago, laws forbidding Africans to take certain jobs or to make much money are being winked at. These laws are still on the books and can be reapplied at any time, but the number of Africans enjoying a better life is increasing. This progress is scant and it has not yet, as far as I could see in the townships, penetrated to the extent that the Africans themselves feel they can count on it for the future. Instead, they say, "We play the numbers game." Bluntly, this means "Wait until we are 20 Africans to every white, and then see what happens."

What can the Africans do? Look north across the border of Rhodesia. Here are free men, people struggling to be a nation. Here are people working—sometimes ineffectively, sometimes inefficiently, but still working in freedom—to make their own destiny. Contrast it with the southern third of the continent held by South Africa and Rhodesia. These people are doing what every new state must do, which is to assert itself against an alien and hostile system of government. But what can they do?

First, of course, is the United Nations. The United Nations, both in the Security Council and in the General Assembly, has condemned apartheid. They have demanded and passed a resolution ending South Africa's mandate over Southwest Africa, an enormous territory of great potential wealth. The United Nations promoted an embargo on sales to Rhodesia and on purchases of Rhodesian material. Indirectly, they have tried to win Portugal away from its present colonization program to get the Portuguese to promise the Africans self-determination in the future. A ceaseless propaganda compaign has been waged. The various independent groups in Tanzania and the Congo have been encouraged and have been armed, but not only by other African states, unfortunately.

This all sounds very impressive, but the tragic thing is that it doesn't mean anything. The South Africans have defied the resolution on Southwest Africa. They are still there. Apartheid is still the way of life. The Rhodesian government is torn between those members of the government who were born and brought up in South Africa and who support South African policies and those who, like the Prime Minister, Ian Smith, were born of English stock and who don't want to go that far. I am afraid that the trend in Rhodesia is toward apartheid.

Portugal's help is still in demand. The rebellions are dead or dying. Rhodesia has not been hurt as much by the embargo as everybody believed it would be. Two years ago Harold Wilson said in the House of Commons that it would be a matter of months, perhaps weeks. The United Nations, of course, can go further under the Charter. It could, if it wished, institute a blockade of the coast of South Africa which would cut most South African and Rhodesian firms from the raw materials and finished products they need from the rest of the world. However, now we come to the dilemma.

Three of the four great naval powers in the world—the United States, Great Britain, and France—are deeply involved in the South African economy. In debate we have taken a stand on the side of independent Black Africa. I doubt very much that when the chips are down we will follow through in a demand for blockade which would run counter to very important commercial interests. This is probably one of the instances where both the British and the French would probably use their veto power in the Security Council to ban any effective action.

We come now to the most dangerous and most difficult part of this dilemma. If there is no real help to be had from the United Nations, in which direction does Black Africa look? It is quite evident that they cannot do anything themselves. Lt. General Joseph A. Ankrah, head of the National Liberation Council in Ghana and an experienced soldier, says, "It is nonsense to think of us doing anything militarily against South Africa and Rhodesia." These are undoubtedly the two most powerful military forces on the continent of Africa.

Where do they turn? A great many people in Africa feel that if the United States and the West generally refuse to give the help that Black Africans believe they need there will be a slow and gradual turn for help from the communist world. The Russians have been the strongest advocates of the African cause within the United Nations. They have led the fight against apartheid, and they have led the fight against Rhodesia. I don't say that they did this entirely for their own interests, although I think it is a reasonable assumption. The situation must tempt the Soviets. Here is a new country where they see a chance to create a revolutionary situation that could go on for many years—one that would place them in a position of influence next to two potentially extremely rich countries, Rhodesia and Zambia. One that would enable them to emerge, if not the mediator, perhaps the most influential power in Africa. To the Communist Chinese, the idea must be almost as seductive. Here is a fertile field for one of those wars of national liberation which Chairman Mao has established as the means by which the urban civilization—meaning the capitalist civilizations—is to be overthrown by the rural civilization.

No one yet knows what the communist response will be, and the situation has not yet reached the point where that response is necessary. All that I can say is that this is a confrontation that will be with us all through the 1970's. Progress toward Africa's identity will stand or fall with the way this problem is solved. If Africa has to solve the problem by calling in individual countries, rather than the United Nations, then the progress made so far in reaching a national identity will certainly be stopped. This prospect affects us all. Every American—and I think every Western European—will in time see this. Too many people feel deeply about it for it to die away.

So we leave Africa in the midst of this epic struggle: Black Africa struggling for everything it has yearned for for almost eighty years, since the first inkling of independence arose—struggling for dignity and equality and the end of colonialism. Yet, here they are face-to-face with what to them seems the evil past recreated stronger than ever in South Africa and Rhodesia. The Chinese have a curse: "May you live in interesting times." The Africans are going to live in interesting times. They cannot, in my opinion, do it alone, but they must feel that they are doing it alone. We can help, but it is on them that the real burden rests. I have the greatest confidence and hope in Africa. I hope you will share this confidence with me and give them as much help as you can.

The Proposed New Standards and Evaluative Criteria for the Accreditation of Teacher Education

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I shall attempt to look at the proposed new standards from three or four angles that have implications for the whole roster of institutions, associations, and people who constitute the modern matrix of teacher education. But, first, let me express our thanks to the task force that drafted the new standards. They represent a monumental piece of work; what teacher education is all about is expressed in the new standards. All of the components are presented for your examination and reaction. You may not like the peculiar format nor what it portends for you, your institution, your association, or the philosophy you espouse. But, the almost fantastic complexity of the job of teacher education and, more especially, the task of evaluating its effectiveness are dealt with either explicitly or by implication in this manuscript. This, to me, is the greatest contribution of the committee's work. We as practitioners have to decide if we are mature and creative and imaginative enough to live with these challenges to our thinking. And this becomes the first question that we should ask ourselves before we go to the conference tables. Can we view the standards and criteria from a global perspective rather than with a parochial and provincial bias.

I should like to break my discussion into three sections and treat each one separately:

1. How do the new standards and criteria differ from the present ones? Are there subtle differences that are not immediately apparent?

2. What are the implications for AACTE institutions—liberal arts colleges, state colleges, and multipurpose universities?

3. What is implied for visitation and analysis?

How Do the Standards Differ?

Some differences are immediately apparent and are spelled out in the study guide. They can be summarized quickly:

1. There are separate standards for undergraduate and advanced programs.

2. The standards are much more specific—but at the same time it is claimed that they provide more latitude in designing and conducting programs. Supposedly they will encourage "responsible" innovation and experimentation.

3. The standards indicate a significant shift in emphasis away from objectives and organization to programs, quality of instruction and of staff, and quality of students both at entrance and exit.

4. The standards recognize and make provision for considering the many associations, learned societies, and other agencies that have an interest in teacher education and have contributions to make in the development of programs.

The committee has recommended, perhaps wisely, separate standards for (a) basic programs—applicable to all programs through the baccalaureate, fifth year, and masters degree levels—and (b) advanced programs—all programs beyond the masters level for the advanced preparation of teachers and all programs beyond the baccalaureate for the preparation of specialized school personnel.

This feature will undoubtedly eliminate a great deal of the confusion and overlap that existed in the present standards. But the major shift appears to be the assumption that basic programs in teacher education are essentially of a five-year duration. While this certainly does not eliminate the baccalaureate degree as a terminal point, nor does it necessarily require five years for basic certification, there seems to be a general consensus that four years are not sufficient to completely round out the future teacher.

If I interpret this pattern correctly, the natural break point for teachers is now assumed to be at the end of the fifth year. Beyond this level a much higher degree of specialization, independence in study, and scholarly performance are required. For specialized school personnel, however, the break point is at the end of four years, and the fifth year is eliminated entirely, with the sixth year becoming the first terminal point.

One question that will bear consideration is where this will leave the four-year terminal institutions. Are they now in the uncomfortable position of graduating students who have not really completed a program?

I should say that this will not be a serious factor unless the states move universally to grant certification only after five years of work. Even then, the situation will not be greatly different from what it is now with relation to graduate study. The concern would seem to be that what is done in the four years available to a given institution be geared into the fifth year or the masters programs of other institutions that offer the work.

That the new criteria are much more specific is apparent if for no other reason than there are many more of them. Twenty-eight standards are proposed for basic programs and 27 for advanced programs as compared to seven for each level in the existing pattern. In addition, each standard is subdivided into evaluative criteria which are quite specific. There are 120 of these for basic programs and 99 for the advanced levels.

At first glance, it would appear somewhat paradoxical to claim a much greater degree of specificity while at the same time ensuring more flexibility in developing innovative and experimental programs. Actually, this mix may not work in the way it is intended. Much depends, here, I think, on the way the standards and criteria are applied. Clearly, it has been the intent of the committee that the standards and criteria be used as base or reference points—with ways and patterns that will satisfy them—rather than be rigidly applied on a "this must be done" or "this cannot be done" basis. Certainly, if anyone is looking for formulae to be applied—or a basic blueprint that must be followed to the letter—he will not find it in this document. There is, rather, a frame of reference that sets some boundaries, but asks only that an institution show in considerable detail how it operates or proposes to operate within the boundaries. Let's take a case in point. There are a number of references to cooperative effort between education and academic faculties. But in no instance is the exact nature of that cooperation spelled out. The question is "How do you do it, how have you achieved this most valuable ingredient in developing good programs?" Obviously there is a shadow line here, and at the moment no one can draw it into a clear focus. The bets are down, however, that there is sufficient maturity in the institutions and in the accreditation mechanisms for the two to work in this type of free-wheeling conjunction.

Perhaps the most significant change in the proposed new pattern is the shift away from objectives and organization to major emphasis on quality of programs, faculty, students, and instruction. In fact, there is no reference at all to objectives or organization. This should be viewed with considerable favor, particularly by those who have held all along that the existing standards place far too much emphasis on organization—in fact that they usurp many of the prerogatives that rightly belong to the administration of the institutions. I will make reference a bit later to the organizational implications of the new standards, but for the moment I will confine my attention to the program-faculty-student complex.

Here, the requirements get pretty pointed, and there are some real specifics that are virtually in the "no nonsense" category. I have the feeling that the committee reasoned in this connection that the consensus among the institutions is so clear as to level of excellence needed that little if any compromise was acceptable. The basic program is divided into two components: *general studies* and *professional studies*. General studies shall constitute no less than one-third and up to one-half of the total pattern. The symbolics of information, basic physical and behavioral sciences, and the humanities constitute the areas of emphasis. Presumably, considerable leeway is granted in developing course and study and reading sequences within this framework, but be assured that institutions will be held to some definite accounting as to how they have proceeded to develop the sequences and what balance they have achieved between them. The institutions must also provide documentation that all students in teacher education programs "meet the institution's standard requirements in general studies." In short, there will be no waiving the requirement for some specialized groups in music, physical education, home economics, business education, etc., in favor of more specialization in the area. The university will be asked to document the quality of the general studies component via "state and regional accreditation reports, student achievement data, and/or scholarship awards," and perhaps other instruments of evaluation of the institution's own choosing or invention.

For the selection of content in general studies the school will be required to show the cooperative process which "embodies the judgment of both the academic staff and the teacher education faculty." A neat little "sleeper" is tagged on as the last criterion for the general studies component. It looks innocent enough until one reflects on its implications. I shall simply quote it in the interrogative form in which it appears and leave to you the methods of achieving its intent. "What is done to evaluate the effectiveness of instruction in the general studies component of the teacher education program?"

The professional component as outlined in the new standards may cause some concern and perhaps some confusion, because a little different mix from what we are used to is indicated. But let's turn to the language used in the standards. The professional part of the curriculum "covers all requirements that are justified by the work of the specific vocation of teaching"—as distinguished from the general studies which include "whatever instruction is deemed desirable for all educated human beings, regardless of their prospective vocation." I'm not so sure that in actual practice the components can be separated into such tidy little packages—but maybe so. In any event, the standards have it that the professional component shall include the following ingredients combined in a rationally designed pattern of instruction: (a) content for the field of specialization, which includes "content to be taught to pupils [and] supplementary knowledge from the subject matter field(s) to be taught and from allied fields that are needed by the teacher for perspective and flexibility in teaching" and (b) a theoretical-professional component which includes "humanistic and behavioral studies [and] educational theory with laboratory and clinical experience [and] practice."

teaching capital and should, as nearly as possible, keep them in separate categories, structurally and organizationally. But, at the moment I am not exactly sure how this might or could be done. Assuming the adoption of the new standards, I think we are going to have to log a great deal of experience—trial and error, if no other way—until some satisfactory arrangements can be developed. But of one thing I am completely sure: There is going to have to be more and better interagency dialogue between many departments, schools, colleges, and other personnel than has previously been the case. What will be necessary is some sort of interface, both structurally and intellectually, that will somehow focus the best thinking of the whole academic and professional complex on the manifold problems involved in the education of a new breed of teachers adequate to the needs of the complex and troubled society in which we live.

Perhaps I am a bit obtuse, but at the moment I do not see the Gestalt, much less the details, of such an operation. The best I can do at present is to observe that just about everybody is working at it or at least thinking about working at it, and we have some valuable new agencies and tools to work with. I think we can do it, that we must do it, and the sooner the better—but it's going to take some doing.

The new standards have some important things to say about the faculty for teacher education, and they are pretty explicit. To briefly summarize: There shall be a full-time faculty for teacher education. What it does, how it is organized, how it plans, how it develops and implements its plans are the most crucial factors in producing highly qualified teachers. To supplement the full-time staff, part-time personnel may be added. In fact, a part-time component is rather encouraged—provided the members meet precisely the same qualifications for the function proposed as the full-time group. The committee has carefully refrained from citing specific numbers, expect to state that the size of the faculty in relation to the job to be done is crucial. Similarly, no guidelines are given to direct where or how such a faculty shall be recruited, where it shall be stationed in relation to the various divisions of the institution, how it shall be organized, or how it may proceed to do its work. But every indication in the standards points to the conclusion that the faculty must operate as a unit. This is not said in so many words; however, the implication seems clear. The designation *full-time* would preclude members whose basic commitment is in another area and who have only a "nominal concern for teacher education." The intent, as I read it, is that the basic group, regardless of specialization, be completely committed to the function of teacher education and all of the allied activities involved. It will develop its own dynamic, it will be closely knit, and it will require an administrative structure that will reinforce rather than impede its operation. It will be a superior faculty to the extent that attention to formal preparation, scholarly activity, and specialized competence can ensure superiority. Its formal preparation will be at the graduate level, above the masters degree. Each member will work only in the area or areas of specialization in which he has adequate formal preparation or can demonstrate competence acquired by other means.

By and large this faculty will be thoroughly committed to teacher education. This may be reflected in individuals by their research and scholarly pursuits, in the number and types of their assignments, their involvement in and with the school systems or some aspect of their environment. In fact, the standards make it pretty clear that each faculty member needs to be seriously concerned with professional and scholarly activities over and above his assigned duties and to be continually associated in some significant way with "school environments" so that his teaching and research will be current and relevant to the problems of the schools.

And, finally, this will be a protected faculty in the sense that loads will be equitable and will ensure "efficient use of faculty competence, time, and energy." Twelve hours of teaching or its equivalent in other assignments is set as the maximum. And the institution should show a long-range plan and program for faculty development, utilizing such things as sabbaticals, summer leaves, fellowships, and other similar devices.

The new standards for the admission of, the accounting of, and the maintenance of high standards for students do not differ greatly from the present ones, although there are some new wrinkles that can be rapidly summarized. A number of criteria for admission other than subjective evaluation are indicated, and the institution is asked to show what these are and how they are used. Standardized tests posting national norms should be used, and there is a strong hint that if students falling below the fiftieth percentile on these are admitted, some justification for the practice will be required. Similarly, if a student falls below a 2.0 grade-point average, some justification must be given for retaining him in any of the programs. The standard assumes that not every college student can become a teacher and that teacher education requires qualifications other than those for general admission to the institution. Also, while academic competence and performance are key factors in determining effective teaching, they are not the only factors. Hence, prospective teachers should exhibit some personal characteristics which hold considerable promise for producing better teaching results. The institution has the right and, indeed, the obligation to consider these and should on occasion eliminate a student if he does not measure up. This part seems deliberately vague, although the institution will be asked to show how many students have been eliminated from the programs, why, and if they know the various reasons for which students can be or are dropped.

More stress has been placed on the necessity for a strong instructional media center. This is in addition to the required general excellence of traditional library holdings and presumably may either be a part of the library or apart from it. I have the feeling, however, that the standards do not fully reflect the advances that have been made in both library technology and instructional media nor in the importance of these elements as basic and integral in designing teaching strategies and developing learning environments. The import seems to be that a student should should know about these things and should learn how to use them. But this is perhaps more adjunctive to the process than basic and integral in the design process itself. In reality, if I read the signs correctly, we are moving very rapidly to the time when a combined library-materials-media design center will become the focal point of, if not the control mechanism for, the whole operation. This center will be the laboratory workshop into which the curricular components of the program will be fed and out of which will grow the systematized processes the student will use in his teaching.

Earlier I mentioned that the committee did not deem it necessary to place much emphasis on the administrative organization necessary for teacher education. I quote the paragraph which sets the rationale for the standard entitled "Control of the Program":

> Administrative structure exists primarily as a practical arrangement for fixing responsibility, utilizing resources, and achieving goals; this is also true of administrative units responsible for the preparation of teachers. It is expected that the particular unit within the institution, officially designated as responsible for teacher education, has appropriate experience, preparation, and commitment to teacher education to accept and discharge this responsibility. Such a unit or body as referred to in the standard below means a council, commission, committee, department, school, college, or other recognizable organizational entity.

The standard fixes "primary responsibility for the design, approval, and continuous evaluation of the instructional program of teacher education" in such "an officially designated professional body or unit within the institution" and requires that the membership be made up of "staff members significantly involved in the education of teachers." Furthermore, the members should have an understanding of and concern for school needs and problems.

The function of the administrative unit, then, is rather carefully defined. It is responsible for definite functions: the design of programs for the education of teachers, providing resources for these programs, and seeing to it that they are continuously evaluated and upgraded. These programs produce a human product which at base must be intellectual, but which must also acquire, as part of the training pattern, a complex array of specific knowledges, skills, teaching strategies, and certain attitudes relevant to the design and control of effective learning environments.

Administration must depend on effective instruments to perform these functions, and the basic instrument is a faculty. Hence, the primary requirement of the administrative structure is to facilitate the work of that faculty by providing it with the working conditions, the resources, and the instruments which in its turn it must have to perform its tasks.

I am fully aware that over the past decade or two there has been an increasingly great preoccupation with total institutional commitment and concern for teacher education, and I thoroughly agree that such concern and commitment are essential. But somewhere along the line the word *function* became substituted for *concern* and it became popular to contend that teacher education is the function of the total institution. As a result, some fantastically complex administrative structures were superimposed in an attempt to draw in every facet of concern in the institution that might seek directly or indirectly to bear on the process.

There is nothing in the new standards which indicates that an institution cannot invent any kind of Rube Goldberg structure that it might desire. And I wish to applaud this allowed flexibility. But I might add as a footnote that any institution may expect that in so doing it faces the possibility of administrative self-annihilation.

Actually, the standards seem to me to reflect the view that any structure is satisfactory, provided somebody is responsible—specifically some unit made up of deeply committed professionals knowledgeable as to what teachers do, the environment in which they have to do it, and what it takes by way of resources to prepare them for the tasks they face. If I read the standards correctly, they imply that a full-time faculty—at base professional, but recruited and organized to reflect and be highly sensitive to the academic climate about them—is logically the best unit in which to vest responsibility for teacher education. The administrative structure should be built around this faculty, and its sole purpose should be to help the faculty get on with its work.

One very welcome feature of the new standards is the cognizance they take of a widely useful set of resources in the country that exist in many arrangements and styles. These are the professional associations, the learned societies, and a varied assortment of consortia organized to improve the school curriculum in a certain discipline or to upgrade and perhaps systematize the teaching in an area of concern and interest. These agencies are "for real"; for the most part they are substantial and responsible, and many of them are allied with powerful segments of the society which are committed to help solve the problems of American education. I am tempted to dwell at length on an analysis of the significance of these groups to teacher education, but that would take us off on a tangent. It is sufficient to state here that many of these agencies have developed standards and guidelines of their own for the education of teachers in the discipline or area of their interest.

The standards not only recognize the existence of such groups but insist that their recommendations be given serious consideration in the building and especially in the refinement of teacher education programs. There is nothing to indicate that all or any part of the recommendations must be incorporated, but it must be demonstrated that they have been a part of the resource package used in building the program. In other words, no association or society or group has carte blanche to impose its will on, nor a sanctioned entrée into, the local operation, but they do have official credence, and they will be heard at the very least at the planning level.

It is quite clear what the committee had in mind here. They have attempted to stave off a rapid proliferation of minor accrediting agencies with direct access to a specific portion—a department, a discipline area, or a section—of an institution's operation which would be evaluated as a separate entity. Instead, the idea is to lump basic programs in one category and advanced programs in another and view each as an overall entity for accreditation purposes. But within each entity sufficient attention must be given to the separate parts so that each may reflect the best judgment of whatever expertise is available to it.

This may be the most sensitive and tricky part of the whole business. It may work as the committee proposes, or it may only have opened wider a Pandora's box that has already caused some pesky problems in the inner relationships of many institutions. The national associations and societies may not want to settle for this type of arm's length transaction. I have the impression that this one is going to have to be played by ear, so to speak, and adjusted as time goes along.

What Are the Implications for AACTE Institutions?

There has been quite a bit of discussion around the corridors as to what the effect will be on the smaller liberal arts colleges. Let me say, first, that to my knowledge, the committee had no targets in mind to shoot down as it put this package together. It was thinking of neither size nor complexity as points of emphasis but of all types as a constituency to be served by the standards. Neither did it have the intention of protecting any size or type of college. The exigencies of the situation are such that a wide variety of institutions are in the business of teacher education. They are not there as a matter of right nor should they be eliminated as a point of privilege. They should be judged on the basis of their ability to arrange their priorities and secure and focus sufficient resources on the job to do it with reasonable effectiveness. I'm sure the committee would enthusiastically endorse the statement that to put together a set of standards that even partially accounts for the extremes found in the AACTE membership is the devil of an undertaking.

Will these standards eliminate or block entry to some institutions? The answer must be qualified. Possibly and probably they will in some instances, but certainly not finally and forever. I am convinced that a number of institutions will have to take a long hard look at their priority schedules and the distribution of their resources. It wouldn't hurt if all the membership would spend some time on this very revealing exercise. I think that many small colleges, along with some larger ones, will have trouble meeting the standards on faculty. A great deal will depend on how far we can go in using the "doubling in brass" technique. Just how many specializations can we spread across one or two or even a half-dozen faculty members? There is certainly going to be some pointed dialogue between the visiting committees and many institutional officials on this matter.

Certainly, moving the area of academic specialization into the professional sequence, with all that is implied here, will cause some head scratching everywhere. Many complex institutions will continue to struggle with administrative structure unless—and I can't resist twisting the stiletto here—they do what they should have done in the first place: create a school or college and vest it with the requisite responsibility. Library and media resources will have to be greatly improved in many places, and closer attention will have to be given to many little details far too numerous to be discussed here.

What Are the Implications for Visitation?

Finally, what will, or perhaps should, happen when the visiting committee comes to town? Obviously, the National Council and its central staff will be faced with some exacting homework in this connection. How the visiting teams are selected, oriented, briefed, and perhaps given special training becomes all-important. Exact formulae, except in a very few instances, simply are not indicated in these standards. Rather, a description of what is being done, the rationale for doing it, the way of and the resources for accomplishment, and the results by way of product will be, or at least should be, what the committee attempts to determine.

This will place an added and very significant obligation on the reporting institutions. No definite format can be described at the moment, but NCATE will doubtless formulate one if and when the standards are adopted. At the moment we can only speculate about what the process will be and what it will require an institution to do by way of a written report. I certainly hope that no exhaustive, elaborate document will be necessary. Instead, a brief, concise, summary outline of the operation should suffice, provided that cumulative evidence is available to document and elaborate the summary.

This, of course, means that we will all need to change our methods considerably. Reporting will become a continuous process. Records, data, tapes, films—anything that is meaningful and revealing—should be carefully prepared, filed, and indexed. Not only should minutes of significant committee meetings be kept, but attention should be given to abstracting and indexing them for quick and ready reference. Although these activities may appear foreboding at first glance, it will be must better and more economical of energy to handle them on a current basis than to attempt to recapture information from memory or from ambiguous records several years after the fact.

For better or worse, then, these are the proposed new standards. They are yours to analyze, accept, reject, modify—and finally to live with. My own impression is that they reflect a maturation, a growing up, of our profession.

Accreditation by Evaluation of the Product: What It Means for Teacher Education Programs

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I have just examined *Standards and Evaluative Criteria for the Accreditation of Teacher Education.*[1] This is the first set of accreditation standards that requires an education institution to engage seriously in evaluating the competence of its graduates and concurrently to use the evidence it obtains from that evaluation in a continuous process of program improvement to increase the level of competence produced.

We have long sought to produce competent teachers. It is not that which is new in these standards. No change of objectives is entailed. The strength of the new standards lies rather in their usefulness in guiding our efforts. Three general guidelines can be identified in the new standards:

The first is provision for "a considerable amount of latitude in designing and conducting preparation programs for teachers and other school service personnel."[2] The standards "encourage responsible innovation and experimentation."

The second consists of focusing attention on critical spots in teacher education. Effectiveness of instruction is specifically involved in at least eight statements of standards (1.18, general studies; 1.37, content subjects; 1.45, humanistic and behavioral subjects; and 1.55, 1.64, 1.72, G-1.25, and G-1.34, studies of teaching and learning and other school functions). Achievement of students in their studies is emphasized in at least two statements (3.31, on the several areas of studies, and G-1.45, on the understanding and use of research literature). Involvement of students in program improvement is emphasized in statements 3.61 and 3.62. Emphasis on individualization of student programs is found in statements G-1.51 and G-1.52. Emphasis on involvement with schools and the attainment of mutually compatible ideas and practices is found in statement 2.5 and its elaborating statements. Emphasis on field experience by the faculty is found in statements G-2.11, G-2.12, and G-2.24. Finally, and of greatest practical significance, we are now asked to look directly at the competence of our graduates and take continuing action to increase it. Standard 5.1 says, "No institution takes its commitment to prepare teachers seriously unless it tries to arrive at an honest evaluation of the quality of its graduates and those persons being recommended for professional certification."

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[1] The American Association of Colleges for Teacher Education. *Standards and Evaluative Criteria for the Accreditation of Teacher Education.* Washington, D.C.: the Association, 1967.

[2] *Ibid.* p. 8.

The third general guideline consists of the requirement that the institution actively and continuously be engaged in evaluating its product (5.11 and G-5.11), that it have actual evidence of the competence of its products (5.1 and G-5.21), and that it use that evidence to make constructive changes in its program (5.2, G-5.12, G-5.13, and G-5.22).

What is the import of these new standards? They introduce a powerful and discriminative tool into our professional domain. This is the tool, more than any other, that has made the difference between success and failure for many business and industrial enterprises and for scientific investigation. Adoption of these standards will expose us to their cutting edge for much needed and beneficial surgery.

It is important that we note clearly how these standards point our attention to our product—the graduating teacher—and to that teacher's competence as a teacher. The word *competence* relates to performance and, therefore, to functional qualities as differentiated from inert academic and personal characteristics. This is not to say that those characteristics have no relationship to teaching competence, but simply that we should look directly at teaching competence. In the past we have tended to look directly at academic records, on the dubious assumption that they predict competence in teaching. The results of this practice have been uniformly disappointing.

What does it mean to an educational program to tool up for product evaluation? In operational terms, two things are required of an institution. One is measurement of the quality of its products. The other is the operation of a quality control system. To see what these two requirements entail, we should examine four elements of the total concept of product evaluation: the nature of the product, the quality control concept, the concept of teaching and of competence in teaching, and the task of shaping our programs so they produce competent teachers.

The Product

A product can be anything produced intentionally or unintentionally. We have been producing products in both ways. We need to become aware of our unintentional outcomes and to learn how to be effective intentionally. In teacher education the products are certain competencies exhibited by the graduates of our programs. We can visualize various kinds of competencies as possible goals. We are familiar with student competence in acquiring and repeating in a test a body of verbal information. We know about the dimension of personal competence: being neat, prompt, patient, and so on. Teachers demonstrate various degrees of competence in organizing bodies of subject matter, in making up instructional units, in giving a lecture, in conducting a discussion, in keeping records, and in completing the requirements for higher degrees.

We have been familiar with all of these for generations, but none of them is directly and unequivocally effective in changing the behavior of students in the ways set forth by our broad educational objectives. Clearly we need to produce competencies that do, in turn, produce changes in student behavior.

The latitude provided in our proposed new standards is such that an institution can decide what kind of competencies it wishes to pursue. The pursuit of competence will be materially improved by certain general tactics, regardless of the specific competence set up as a goal. That being so, and on the chance that many institutions will choose to go after competence in the actual changing of student behavior, I will look at some ideas which lead in that direction.

The Quality Control Concept

Quality control is literally control of quality in the product. Control is obtained by means of knowledge of results and the use of that knowledge to make corrections in the production process.

Knowledge of results is acquired by measurement of the product. Since we have long wanted to produce competent teachers, we should have no difficulty recognizing that there must be an intimate identification between effective teaching behaviors, the objectives of our programs, and the measurements we take of our products. What, then, is measured? That which is identified in the advance specifications of the product: actual teaching competencies, which are also our objectives.

If the measurements we take from our products are to influence our programs, then we must have a system for feeding that information back into the programs. The quality control function is feasible only in a system which is capable of self-correction. Such a system is, in effect, a cybernetic system, whether it be a living organism, a computer, a manufacturing process, one teacher and his class, a whole teacher education program, or even an entire baccalaureate degree program.

The components of a self-correcting production system are—

1. A raw material input into the system.
2. A set of specifications to be achieved in the raw material.
3. A treatment to be applied to the raw product to produce the specified properties.
4. A system for applying the treatment.
5. A finished product output at the conclusion of the treatment.
6. Precise measurement of the finished product and feedback of the results into the system for necessary correction in the raw material accepted, the treatment applied to it, or the application system.

The indispensable element in this operation is a specific and unambiguous set of specifications for the finished product. When those specifications have been stated, all the rest becomes possible. Without them, anything that is done is aimless and cannot be evaluated. We can go through the motions. As Emerson said of scholarship, "Cinders and smoke there may be, but not yet flame."

Is teacher education such a system? Yes, it has all the basic components of a self-correcting energy system. There is a raw product student input. There is a set of specifications or objectives to be achieved in the graduating teacher. There is a treatment to be applied in the form of a curriculum. There is a measurement or competence-demonstration function spaced throughout the treatment period with some concentration at the end. And the channel for feedback from measurement to the production program is present, even though not very well used. All elements of the organism are present. It simply isn't functioning very well.

We aren't going to lift the function to its appropriate level merely by straining harder. The new educational literature of the last decade tells us emphatically that we have a substantial amount of remodeling to do. Let's turn to that now.

The Concept of Teaching and of Competence in Teaching

This is the domain in which the remodeling is now going on. It has gone far enough for us to see at least the general form of a viable concept of teaching and identify the essential competencies involved in it.

It is perfectly clear that competence in teaching is *not* competence in doing what most teachers have traditionally done for generations: talking, dominating, and directing personally all activity in the classroom; dispensing verbal information and testing for its mastery; using numerous control devices to manage student behavior.

In the search for a viable concept of teaching competence we will want to build firmly on facts about human behavior and the forces that shape it. We can turn to two sources of information for this: (1) The fruitful innovative ideas of the last decade about the several elements of the instructional process and (2) studies of human behavior.

New Innovative Ideas About Instruction

I'll merely enumerate some of the new innovative ideas about instruction and comment on the recognition of one central fact that is common to all of them. They are—

1. The reordering of subject matter fields into more learnable structures.
2. The new emphasis on conceptual materials.
3. The emphasis on media of all kinds to make subject matter more learnable structures.
4. The analysis of the verbal interaction process and recognition of the educational strengths and weaknesses of indirect and direct influences on student behavior.
5. Attempts at self-directed learning by students.
6. The new uses of operant conditioning processes in shaping the classroom behavior of students.
7. The use of simulation to bring reality into learning situations.
8. Dial-access materials systems for instant accessibility of learning materials.
9. The study of nonverbal communication in the classroom and its effects on classroom climate and student effort.
10. The shift from informational to behavioral objectives.
11. The ungrading of subject matter and its restructuring into continuing strands of progressive learnings.
12. Team teaching and its emphasis on the use of each teacher's special competence.
13. Flexible scheduling to match time modules to the nature of students' activities.
14. Diagnosis and prescription practices for starting a student at his appropriate point.
15. Continuous progress plans which abandon lock-step student movement and adjust progress to individual capacities and rhythms.

This is not an exhaustive list, but it is comprehensive. It is made up of components—some more central than others and some serving as adjuncts to others. A mere embodiment of these ideas into a series of courses will not enable us to produce competent teachers. We have some engineering to do to produce an effective teacher education program. I haven't enough time to describe this process, but we can and must recognize one critical common element in all of these ideas. They all involve a full shift in the role and form of activity for both the teacher and the learner. The learner shifts from a passive, inactive role to an active, aggressive, self-guiding investigator role. Furthermore, the learner has to move from academia and its verbalistic trappings to a marketplace kind of setting—a theater composed of the realities that make up his living environment. The teacher shifts from the traditional verbalistic dispensing role to a backstage role consisting of planning, stage setting, diagnosing, prescribing, and trouble shooting.

The components of the new teaching role are not *teaching* activities in the traditional sense. The unanimous message of these new innovative movements is that the teacher should stop trying to teach and start producing conditions in which students can learn. *To learn* is an active verb. It stands for a set of self-propelled, environment-consuming, and response-altering actions.

The change is diametric, not tangential. It marks the emergence of a new concept of teaching, not an alteration of an existing concept. The truth is that the concept of teaching is not being modified; it is being abandoned. In its place is emerging a new concept, but one which applies to the learner, not to the teacher. The term *teach* is going to become increasingly inappropriate, and the term *learning guidance* is going to become more and more representative of what we will do in classrooms.

This shift in the teacher's role, and the qualities required for it, places a new importance on the teacher's comprehension that a child's living environment is the real subject matter of his education and that our professional studies become truly useful when they give us the power to help students learn to cope with their environments successfully in the pursuit of personally and socially beneficial goals. The new standards give emphasis to this by reference to studies that ordinarily occur early in the teacher's preparation.

Working within the traditional concept of teaching, we have consistently violated certain learning principles associated with behavioral change. It is not impertinent to ask if we educators believe rats are smarter than children, for we act as if we do. We do not try to teach rats. We put them in a learning environment, and they learn rapidly. Now note that we also behave this way with children *outside* school. We do not try to teach a child his neighborhood. We turn him loose in it, and he learns about it rapidly and well. We do not try to teach children about their families. We just let a child live in his family, and he learns about it so well that he is soon managing his parents. As one illustrator has suggested, there may be some question as to who is shaping whose behavior. At any rate, an effective learning theater is infinitely more educational to a child than any removed teacher can be. This is becoming exceedingly clear.

Studies of Behavior

This field has taken an exciting turn in the last decade. A new literature has developed in about that length of time, and it says that—

1. Behavior outside school is shaped by its consequences to the extent the behaver becomes aware of them. Each person is a self-correcting energy system, with the same cybernetic properties we identified earlier in production systems.

2. The behaving-shaping process is cyclical: An experience feeds new meaning into the storage system of the person, and the meaning that is fed in becomes a directing force in subsequent behavior. This cyclical action goes on endlessly.

3. The classroom does not contain the properties that are required either to permit real behavior to occur or to shape it if it does occur. On the contrary, we interrupt the normal cycle of behavior (perception, conception, decision making, overt adjustive response, and feedback) at 9 A.M. in the morning; remove children from the effective environmental learning theater and subject them to a verbal barrage until 3 P.M. when we put them back into the environment and allow the potent learning cycle to resume its operation. We make a fatal mistake when we assume that the verbal barrage can do anything significant to the out-of-school behavior of students.

4. Those properties that mark the environmental learning theater have to be put into the classroom—both in the precollege years and in college and teacher education programs. Therein lie the new competencies of a good teacher—the ability to produce and maintain classroom conditions which make behavioral alteration possible.

The Critical Competencies

When the *learning* concept takes over, the whole stage setting will have to change to fit it. *Teaching* requires no special stage. A log will do. It is spanned by talk, from the teacher on one end to the student on the other.

Learning requires conditions that make real behavior and behavioral shaping possible. We need a map of those conditions. That map can be drawn now in good tentative form by putting together several of the fruitful innovative ideas enumerated above and shaping them in the light of what we now know about human behavior and its change processes. Certain conditions have to be produced and maintained by teachers and by all educators who constitute the back-up service for teachers. The competencies required to produce and maintain these conditions can be stated as teacher behaviors; these, in turn, become the behavioral objectives of a teacher preparation program. The following are some examples from a tentative set:

> The teacher identifies and states a specific "living" or "learning" behavioral objective as the starting point for all instruction planning.
>
> The teacher arranges all of the component elements of the instructional unit in an effective pattern of coordinate or sequential relationships to facilitate learning.
>
> The teacher obtains data which show where each learner is in the sequential pattern of concepts and instrumental behaviors with reference to each learning task the learner faces.
>
> The teacher plans for the appropriate combination of perception and thinking to match the learner's state of readiness for the lesson content.
>
> The teacher activates student recall and conception by eliciting identification and description of phenomena and the formulation of conclusions and predictions based on them.

The High Priority Competencies

Early trials in the field indicate that certain classroom conditions are more fundamental than others. These priorities indicate that programs should attempt to—

1. Aim all instruction directly at the production of an actual behavior. When it is adequately stated, the behavioral objective and its unit become surprisingly powerful in influencing instruction because they provide a clear objective, a diagnostic pre-instructional test, the identity of the required content and procedures, the final achievement test, and very high transfer value for out-of-school life. When this item is present in the classroom, the most essential element for behavioral change is present.

2. Provide the real environmental conditions for that behavior. This means using real objects and events, mediated objects and events, or simulated situations so the student is interacting with reality and not verbal substitutes for it.

3. Activate the full shaping cycle of behavior within these real conditions. That full cycle consists of direct perception of the actual referents, concept formation of that which is perceived, cognitive and conditioned behavioral responses to the situation, and reinforcing and shaping feedback from the consequences of the responses.

4. Increase the use of educative indirect influences and decrease the use of noneducative direct influences from the teacher to the learner. Influences that elicit student perception, recall, review, conclusions, and predictions are indirect and highly educative. Influences that describe, give data, state conclusions, predictions, and moral precepts without allowing students to recognize them from their natural premises inhibit student thinking. Influences that prescribe or regulate, disapprove or criticize unconstructively, physically manage, command, threaten, or use aggressive force are control devices that have no educational value and arouse either resentment, rebellion, submission, or withdrawal from responsibility.

5. Maintain a curriculum repertoire of cumulative behavioral objectives with their units, with open access to any student at any time for independent progress. Freedom of action for both teachers and students is possible only when such a ready set of learning paths is instantly available.

6. Provide an encouraging climate. This requires competencies in personal encouragement of learners, diagnosis and prescription of readiness and learning tasks for individual guidance, and reinforcement of desired learning behaviors.

The foregoing is, perhaps, an altogether too brief and condensed survey of the newly emerging concept of teaching and of competence in teaching, considering that it is the heart of teacher education and the substance of the programs we are trying now to establish.

Developing the New Programs

Someone on almost every campus today is asking "How can we move into program reconstruction on our campus?" The following is a series of propositions, offered without elaboration, which I believe is realistic in today's educational and political climate.

First, we must face the fact that the reconstruction of teacher education programs is a home production job. Our new standards recognize this and ask us to take appropriate actions. No national factory is going to provide any institution with full-scale, ready-made programs from the outside. It is more effective and more rewarding for us to use available ideas from various sources and to build our own institutional programs.

Second, we must recognize realistically that outside funds are not available to single institutions—or even to clusters of institutions—to rebuild individual programs. Each of us will be on his own to finance program reconstruction at home.

Third, the job can be done internally on a regular operating budget with a little flexibility and perhaps a little extra support for a period of time. The most vital ingredients are valid ideas and a desire and willingness to change.

Fourth, pilot programs are effective and nondisruptive vehicles for making change. There is no need for boat-rocking and wave-making. Small teams of faculty members come together in various ways, usually by their own volition, but sometimes through faculty or administrative encouragement. The following simple steps are productive:

1. Lay out a tentative program.
2. Divert 5 or 10 or 30 students into it.
3. Reshape it freely as it operates until it begins to produce results.
4. Adopt it in full when the confidence level permits.

Fifth, outside help of the right caliber can be of enormous value to us. There are several scattered sources of ideational help. They are not coordinated, and there is presently no adequate assembly effort going on at the national level. Nevertheless, useful ideas are now readily available, and they are increasing rapidly in volume.

We are members of a highly effective association, The American Association of Colleges for Teacher Education. It can be as helpful to us as we choose to let and encourage it to be. The Committee on Studies has as its major mission service to the member institutions in the improvement of our programs. The Committee is now setting up a series of continuing developmental subcommittees, each charged with responsibility for one major aspect of the teacher education field. I suggest that you communicate with that Committee, both to give and to receive help in program development. At the same time, we can draw on a number of other national agencies, such as the regional laboratories, the research and development centers, the ERIC system, and other established associations devoted to teacher education. None of them will be adequate substitutes for basic initiative on our individual parts, but they are resources we can use to support our own thoughtful ventures.

The decision of the Evaluative Criteria Study Committee to face up to the need for evaluation of our product was a reasoned and courageous one, not lightly made. It is doubtful that we could have taken this direction earlier with any realistic chance for success, but I am convinced we can do so now and, indeed, that we must for the sake of professional responsibility. I am sure we will look back on this step a few years from now as a major landmark in progress.

Annual Business Meeting/1968

THE PAST IS
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THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Report of the Tellers Committee

PAUL P. COOKE
President
District of Columbia Teachers College
Washington, D.C.

MR. CHAIRMAN: I am reporting for the Tellers Committee on the results of the annual election of officers. Elected are the following:

President-Elect	J. Lawrence Walkup
Executive Committee	George W. Denemark Robert F. Topp
NCATE Representatives	Kenneth R. Williams Paul H. Masoner Clarence W. Sorenson

The Tellers Committee examined the ballots at the AACTE Washington office and checked the computer by looking at the actual count and the breakdown of the ballots. For John W. Devor, professor of education at the American University, Washington, D.C.; Roland Goddu, director of the Master of Arts in Teaching Program, Trinity College, Washington, D.C.; and myself, I report the election results as stated here certified correct by the Tellers Committee.

Report of the Auditing Committee

FRANK PHILPOT
President
Athens College
Athens, Alabama

MR. CHAIRMAN: The Auditing Committee has examined the report of Forrest E. Ferguson and Co., Washington, D.C., for the year ending December 31, 1967, and finds that it is consistent with standard auditing procedures.

The report reveals a net gain of $50,786.82 for the calendar year 1967 compared to a net loss of $16,926.75 for 1966. Income was up $166,231.10 in 1967 over 1966 due to the increased dues schedule applied for the first time in 1967. Expenses were higher in 1967 resulting primarily from salary increases, increased operating expenses of the Committee on Evaluative Criteria, and membership publication expenses.

With the higher dues structure and continued membership growth, the AACTE is on a sound financial footing. The executive secretary and his staff are to be commended for their excellent stewardship of the Association's funds.

Certified by the Auditing Committee: Frank Philpot, Chairman; William L. Carter, president, Wisconsin State University at Whitewater; and Donald Swegan, director of teacher education, Baldwin-Wallace College, Berea, Ohio.

Election of New Member Colleges and Universities

EDWARD C. POMEROY
Executive Secretary
AACTE

For the first time in the history of our Association we have two classifications of membership to report to this meeting. You will recall that a year ago authorization was given to extend membership opportunities to a new group of institutions heretofore unqualified for membership. This new membership category is "Associate Members." The Executive Committee has reviewed applications from 12 institutions which in the estimation of the Executive Committee meet fully the requirements as established by this body a year ago for this classification. The institutions are—

Aroostook State College
Presque Isle, Maine
Dr. Martin Luther College
New Ulm, Minnesota
Florida Technological University
Orlando
Georgia Southwestern College
Americus
Grand Canyon College
Phoenix, Arizona
The Hiram Scott College
Scottsbluff, Nebraska
Houston Baptist College
Houston, Texas
Metropolitan State College
Denver, Colorado
Mount Saint Mary College
Newburgh, New York
Mount Saint Paul College
Waukesha, Wisconsin
University of South Alabama
Mobile
The University of West Florida
Pensacola

Mr. Chairman, on behalf of the Executive Committee, I present these institutions to this body for acceptance as Associate Members of The American Association of Colleges for Teacher Education.

PRESIDENT EMENS: The Chair will entertain a motion that this group become Associate Members.

MEMBER: I so move.

President Emens: Any discussion? Are you ready for the question? All those in favor say "aye"; those opposed? Motion carried. We have 12 new associate members.

Mr. Pomeroy: Also on behalf of the Executive Committee, it is my pleasure to present the names of 22 institutions for full membership in this Association. They are as follows:

Beaver College
Glenside, Pennsylvania
Bethel College
St. Paul, Minnesota
California State College at San Bernardino
San Bernardino
The College of the School of the Ozarks
Point Lookout, Missouri
The College of Steubenville
Steubenville, Ohio
The College of William and Mary
Williamsburg, Virginia
Cumberland College
Williamsburg, Kentucky
Denison University
Granville, Ohio
Doane College
Crete, Nebraska
Florida Memorial College
St. Augustine
Lake Erie College
Painesville, Ohio
Malone College
Canton, Ohio
Marillac College
Normandy, Missouri
Midwestern University
Wichita Falls, Texas
Missouri Southern College
Joplin
Oberlin College
Oberlin, Ohio
Richmond Professional Institute
Richmond, Virginia
St. Mary's University of Texas
San Antonio
Salem College
Salem, West Virginia
Walla Walla College
College Place, Washington
West Georgia College
Carrollton
Wheeling College
Wheeling, West Virginia

Mr. President, on behalf of the Executive Committee, I present these 22 institutions for consideration as full institutional members of this Association.

President Emens: You have heard the recommendation of the Executive Committee. The Chair will entertain a motion.

Mr. Robert Martin (Radford College): I so move.

Mr. Stanley J. Heywood (Eastern Montana College): Second.

President Emens: All those in favor say "aye"; opposed? Motion carried. It is interesting to note that this group makes our membership more than eight hundred.

Mr. Pomeroy: Mr. President, in order that we in this body may recognize our new members appropriately, we have prepared for the regular members of the Association a membership plaque and for the associate members certificates of affiliation with this Association.

Proposed Bylaws Changes

JOHN R. EMENS
President
AACTE

Our Constitution is a comparatively simple one. It provides for an Executive Committee and three other committees. This is a comparatively simple structure for a very complex organization.

On the basis of recommendations and studies, your Executive Committee recommends the establishment of a continuing committee on government relations. This would be accomplished by adding a new Section 5 to Article VII of the Bylaws. The proposed addition follows:

ARTICLE VII—COMMITTEES

SECTION 5. There shall be a Committee on Government Relations which shall:

I. Provide information to member institutions and promote membership actions in the field of government relations which will develop conditions conducive to effective teacher education.

II. Establish and maintain relationships with legislative and executive personnel, and officials of other groups involved in or concerned with teacher education, to secure conditions conducive to effective teacher education.

III. Advise the officers and membership on effective ways of conducting Association government relations and periodically evaluate the effectiveness of the Association's program in this area.

IV. Consist of seven members with six serving terms of three years each, two members to be appointed each year, provided that initial appointments shall be for varied terms: two members for one year, two members for two years, and two members for three years. The seventh member shall be the president-elect of the Association, serving ex-officio.

The Chair will be pleased to accept a motion that this recommendation of the Executive Committee be accepted.

Member: I so move.

Mr. Robert Martin (Radford College): Second.

Reverend Joseph P. Owens (John Carroll University): Is it the intention of those recommending this proposal that the emphasis be on the federal government. Or is it intended that equal consideration be given to federal, state, and municipal governments?

President Emens: It's open. I expect that most of the relationships envisioned would be related to the federal government, but it's open. If you are asking if the doors in other directions would be closed, I'm sure the Executive Committee would say "No."

Are there other questions? Are you ready to vote? All those in favor say "aye"; any dissenting votes? Carried. This is now part of our Bylaws.

The second recommended change in the Bylaws concerns the size of committees. We felt that somehow there should be a way for the Executive Committee to vary the size of a committee if the committee organization and structure made such change desirable. To accomplish this, the Executive Committee recommends that Paragraph III of Section 1 of Article VII be changed to read as follows: The Executive Committee shall:

> III. Appoint the members of Committees established by the Bylaws, and such *ad hoc* committees as may be needed from time to time.

Section 2 of Article VII has been changed to read:

> Section 2. There shall be a Committee on Studies which shall:
>
> I. Have general responsibility for the Association's program of studies and research.
>
> II. Initiate, plan, direct, and where appropriate, conduct studies.
>
> III. Approve for publication the reports of studies and research.
>
> IV. Recommend for publication reports of studies and research pertinent to the preparation of educational personnel.

Section 3 of Article VII has been changed to read:

> Section 3. There shall be a Committee on Public Relations and Publications which shall:
>
> I. Advise the officers and member institutions with regard to effective procedures and materials for interpreting teacher education, the Association, and its member institutions to various groups.
>
> II. Plan and direct the publications and communication program of the Association.

The Executive Committee wishes to recommend these slight changes. Do we have a motion?

Member: I move these proposed changes be approved.

President Emens: Are there any questions or discussion on this group of recommendations? Are you ready for the question? All those in favor say "aye"; opposed? Motion is carried.[*]

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[*] The Bylaws as amended at the twentieth annual meeting, February 16, 1968, appear in their entirety on pp. 277-86.

Resolution Commending the President and Congress

PAUL H. MASONER

Dean, School of Education

University of Pittsburgh

Pittsburgh, Pennsylvania

The Executive Committee passed a resolution which we would like to present to the membership for its approval. This resolution arises out of our conviction of the importance of the Association's speaking as a voice for teacher education.

> The Executive Committee of The American Association of Colleges for Teacher Education, assembled at the Annual Meeting of the Association in Chicago, Illinois, this February of 1968, expresses its commendation to the President and the Congress of the United States for the formulation and passage of the Education Professions Development Act in 1967 as a major thrust designed to prepare qualified personnel for the achievement of the "fifth freedom" as expressed in the President's 1968 Message on Education to the Congress—freedom from ignorance.
>
> The Committee also wishes to commend Commissioner Harold Howe II and the Office of Education for the development of the new Bureau of Education Personnel Development which will have responsibility for administering and coordinating the activities relating to educational manpower and training. This agency, as a unit within the Office of Education, will be a major strength to colleges, universities, and elementary and secondary schools, all of which contribute to the preservice and in-service preparation of educational personnel.
>
> The Committee further urges the approval of the fullest possible financial support that will make the Act a reality and that will enable all educational institutions to fulfill to the maximum their responsibilities to the youth of the nation.
>
> Specifically, it is urged that the new legislation be funded at least at the levels initially authorized by Congress. It is recognized that there are great

> demands on federal resources, but also clearly seen is the central importance of moving promptly to meet the nation's educational manpower and training needs. The current budget request for approximately two-thirds of the amount authorized by the Congress last year is viewed by the Committee as minimal assistance for the initial year.
>
> The Committee also believes that the Teacher Corps deserves the continuing support of the President, the Congress, and the educational community. The Corps offers a unique opportunity to meet educational needs of disadvantaged children through the participation of well-qualified young people in an effective training program with direct opportunities to work with those children.
>
> Adequate financing of the program should assure needed professional workers of high quality—teachers, administrators, educational specialists, and college and university faculty as well as paraprofessionals—all playing significant roles in American education.
>
> In approving this resolution, the Executive Committee speaks for the 805 member institutions which are responsible for the preparation of more than 90 percent of the teachers of American children and youth and authorizes the transmittal of this statement to the President and the Congress of the United States.

PRESIDENT EMENS: You have heard the statement. I would appreciate a motion that we approve it on the part of our 807 representative institutions.

MEMBER: I so move.

MEMBER: I second it.

PRESIDENT EMENS: Are there any questions or discussion? Are you ready for the question? All those in favor say "aye"; opposed? Carried.

The Report of the Executive Secretary, which was a part of the Annual Business Meeting, appears on pp. 196-201.

COMMITTEES/1967

THE PAST IS
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THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

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Committee On Studies[1]

Chairman: Asahel D. Woodruff, *Bureau of Educational Research, State College of Education, University of Utah, Salt Lake City* 1968[2]

Vice-Chairman: Rev. Joseph P. Owens, S.J., *Professor of Education, John Carroll University, Cleveland, Ohio* 1971

Paul I. Clifford, *Professor of Educational Psychology, Atlanta University, Atlanta, Georgia* 1972

Paul W. Eberman, *Dean, College of Education, Temple University, Philadelphia, Pennsylvania* 1970

Stanley J. Heywood, *President, Eastern Montana College, Billings* 1972

H. Thomas James, *Dean, School of Education, Stanford University, Stanford, California* 1972

James F. Nickerson, *President, Mankato State College, Mankato, Minnesota* 1969

F. Robert Paulsen, *Dean, College of Education, University of Arizona, Tucson* 1969

Douglas W. Peterson, *Chairman, Department of Education, Kalamazoo College, Kalamazoo, Michigan* 1968

Robert F. Topp, *Dean, College of Education, Northern Illinois University, DeKalb* 1970

Edward J. Ambry, *Associate Dean of Graduate Studies, Montclair State College, Upper Montclair, New Jersey* (Liaison member representing the Advisory Council of the Associated Organizations for Teacher Education)

Roy A. Edelfelt, *Associate Secretary, NCTEPS-NEA* (Liaison member representing National Commission on Teacher Education and Professional Standards)

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[1] The membership of this Committee and the others that appear in this section was that which was current in 1967. See the Directory on pp. 287-300 for the 1968 membership.

[2] Terms expire at annual meeting of year indicated.

William P. Viall, *Coordinator of Graduate Programs, Western Michigan University, Kalamazoo, and Executive Secretary,* NASDTEC (Liaison member representing National Association of State Directors of Teacher Education and Certification)

Purposes and Functions

The Constitution and Bylaws of AACTE charge the Committee on Studies with responsibility for the planning, the direction, and the coordination of the Association's program of research and studies. In an effort to stimulate institutional activities aimed at the improvement of teacher education, the Committee seeks to identify and clarify issues and problems in teacher education, to encourage discussion and the exchange of ideas, to compile and disseminate information regarding current practices and developments in teacher education, to analyze and evaluate relevant research and studies so that the practical implications for teacher education may be identified, and to promote necessary study and experimentation. The responsibility for planning and action regarding specific problems is at times delegated to subcommittees and to individuals for detailed work. The Committee periodically reviews these operations and coordinates them into the total program.

Developments During 1967

During 1967, the work of several ad hoc committees of 1965 and 1966 culminated in a workshop held in August at Stanford University. Here, the Committee on Studies completed the development of a proposal for a National Center for Teacher Education and the restructuring of the Committee to closely coordinate its activities with the Center.

The Committe on Studies will achieve continuing and effectual developmental work in teacher education through continuing subcommittees, each working in a central and vital area of teacher education. These would include The Teaching-Learning Process; The Academic and Foundation Disciplines in Teacher Education; Social Forces, Trends, and Educational Relevance; Technology in Teacher Education; and Policy Making and Implementation in Teacher Education.

The National Center for Teacher Education would have a subcenter devoted to each of the above areas, as well as others deemed appropriate. Each subcenter would be located on a college campus and would devote its energies to collecting, analyzing, evaluating, and placing in usable form all of the available research, publications, programs, and other relevant data on that particular area of emphasis. The Center would coordinate the activities of the subcenters and would further engage in dissemination of information, in usable form, which could be considered by faculties of teacher education institutions in improving their own teacher education programs.

An important component of such a National Center for Teacher Education is a well-developed information service. To provide such a service AACTE, in conjunction with NCTEPS and AST, submitted a proposal for an Educational Resources Information Center (ERIC) Clearinghouse on Teacher Education. This Clearinghouse began operations in July 1968.

The Committee on Studies sponsored the Friday afternoon, February 16, 1968, General Session at the annual meeting to discuss the planned program of action of the Committee, including the National Center and the ERIC Clearinghouse.[3]

The Committee also submitted a proposal for a study to determine the feasibility of utilizing Job Corps centers for all or a part of the student teaching experience. The project was funded beginning March 1968.

Partnership in Teacher Education, developed by the Subcommittee on School-College Relationships in Teacher Education in conjunction with the Association for Student Teaching, was completed in 1967 and published in early 1968. This publication completed the work of the Subcommittee.

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[3] See Robert F. Topp's address on pp. 208-10. For more detailed information, see the "Special Report: A National Center for Teacher Education," a part of the *Bulletin* of The American Association of Colleges for Teacher Education; May 1968.

Subcommittees of the Committee on Studies

(For March 1, 1967—February 29, 1968)

Subcommittee on School-College Relationships in Teacher Education*

Chairman: E. BROOKS SMITH, *Chairman, Department of Elementary Education, Wayne State University, Detroit, Michigan*

PHILIP W. PERDEW, *Professor of Education, University of Denver, Denver, Colorado*

EMMITT D. SMITH, *Coordinator of Student Teaching and Research, West Texas State University, Canyon, Texas* (Liaison member representing Association for Student Teaching)

JAMES F. NICKERSON, *President, Mankato State College, Mankato, Minnesota* (Liaison member representing Committee on Studies)

PATRICK J. JOHNSON, *College of Education, Wayne State University, Detroit, Michigan.* Consultant.

Subcommittee on Testing in Teacher Education*

Acting Chairman: ROBERT F. TOPP, *Dean, College of Education, Northern Illinois University, DeKalb* (Liaison member representing Committee on Studies)

DAVID KRATHWOHL, *Dean, School of Education, Syracuse University, Syracuse, New York* (Liaison member representing Committee on Studies)

LLOYD B. URDAL, *Chairman, Department of Education, Washington State University, Pullman*

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* This Subcommittee did not meet in 1967.

Subcommittee on Teacher Education and Media*

Chairman: Paul W. F. Witt, *Professor of Education, Department of Curriculum and Teaching, Teachers College, Columbia University, New York, New York*

John R. Beery, *Dean, School of Education, University of Miami, Coral Gables, Florida*

George W. Denemark, *Dean, College of Education, University of Kentucky, Lexington*

Wesley C. Meierhenry, *Assistant Dean, Teachers College, University of Nebraska, Lincoln*

Herbert Schueler, *President, Richmond College of the City University of New York, New York City*

A. W. VanderMeer, *Dean, College of Education, The Pennsylvania State University, University Park*

Asahel D. Woodruff, *Bureau of Educational Research, State College of Education, University of Utah, Salt Lake City* (Liaison member representing Committee on studies)

Joint Committee

Joint Committee on the Recruitment, Selection, and Preparation of College Teachers of Education (AACTE-NCTEPS-AST-NSCTE)

AACTE Representative—
Joseph J. Justman, *Director, Teacher Education Division, Brooklyn College of the City University of New York, Brooklyn, New York*

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* This Subcommittee did not meet in 1967.

Committee on International Relations

Chairman: **Francis N. Hamblin**, *Academic Vice-President, Northern Arizona University, Flagstaff* 1970*

Rt. Rev. Msgr. Lawrence P. Cahill, *President, Saint John College of Cleveland, Cleveland, Ohio* 1968

John Callan, *Dean, School of Education, Seton Hall University, South Orange, New Jersey* 1970

Harold L. Enarson, *President, Cleveland State University, Cleveland, Ohio* 1969

Fred F. Harcleroad, *President, California State College at Hayward, Hayward* 1969

Edgar L. Harden, *President, Northern Michigan University, Marquette* 1968

Howard R. Jones, *Dean, College of Education, University of Iowa, Iowa City* 1968

Current Programs

Administrative Internships

Thirty institutions have been selected to act as host to foreign administrative interns. This program will have brought 50 interns to the United States by the end of this series. AID has approved administrative support for a half-time administrator at the AACTE office.

A review and evaluation of the internship program, supported by an AID grant, are under way. Twenty interns are being interviewed in Africa, Asia, and Latin America, and a conference of American intern hosts is planned. The objective is to improve the services that this program can render to overseas institutions and to provide for continuing relationships with the interns.

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* Terms expire at annual meeting of year indicated.

Curriculum Materials Development Projects

East African: Eleven AACTE institutions and four East African universities cooperated to develop college level curriculum materials. Semi-annual review of progress in the utilization of these materials is conducted on the basis of an inventory questionnaire. The materials include courses of study, bibliographies, resource papers, a small library of books, audio-visual materials, and a mobile exhibit of African artifacts.

Caribbean: Seven institutions will be cooperating with the University of the West Indies, the University of Puerto Rico, and the University of Guyana for the development of materials on the Caribbean for use in AACTE member schools. A program will be undertaken in summer 1968.

African Studies: Fifteen institutions will participate in an eight-week seminar at UCLA African Studies Center in summer 1968, develop and enrich courses in this field during the 1968-69 academic year, and participate in a study-travel seminar in Africa in summer 1969. Most of the participating institutions are "developing" institutions, including four predominantly Negro colleges and universities.

Inventory

An attempt is being made to identify college and university personnel engaged and/or interested in the field of international education or service. A questionnaire is going out to all member institutions for all staff members. Financial support is coming from Overseas Educational Service, a division of Education and World Affairs.

Baseline Study

A planning grant from USOE has assisted in the development of a proposal and instrument to conduct a three-year study of the status of resources and programs for international education and teacher preparation, to identify guidelines for future development in this field for universities and government agencies, and to initiate conferences and programs to foster national consensus about goals and operational procedures.

Evaluation

An AID-supported grant has been given to review and analyze teacher education programs supported by AID. The first phase, terminating in December 1968, is a review of basic documents, reports, contracts, and minimal field research in Africa, Asia, and Latin America. The objective is to provide an overall review of current projects and to collate suggestions gathered through documentary research and interviews with university contract personnel in order to provide recommendations and guidelines in this field.

Field Service—Central American Social Studies Seminar

The Seminar is to be held in Panama during August for 50 social studies teachers from five Central American republics as well as the

Dominican Republic and Panama. This is the fifth seminar in this series which has reached some 200 social studies teachers, teacher educators, and ministry officials in this area. The teaching personnel come from five member institutions. All classes are conducted in Spanish.

Cooperative Programs—Educational Organizations

Participation is planned in a program with the Foreign Policy Association to improve international education for secondary teachers. Fifteen AACTE member consortia are to be developed in the New York-New Jersey-Connecticut area for a seminar series in the field of international relations. An inventory of personnel with Overseas Educational Services is to be made.

The Committee has been a participant in the International Advisory Committee of WCOTP for the Study of Human Rights. Liaison and program development is maintained with the U.S. Commission to UNICEF and the UN, Education and World Affairs, the Council for International Educational Exchange, Phi Delta Kappa, and other organizations. Program assistance and participant selection is given to the Bureau of Public Affairs for the national and regional Foreign Policy Conferences.

Committee on Public Relations

Chairman: RUSSELL A. STRONG, *Director of Public Information, Davidson College, Davidson, North Carolina* 1969*

ERNEST E. GOODMAN, *Director of Public Relations, Howard University, Washington, D. C.* 1968

ROBERT MCCARTNEY, *Director of University Relations, University of Massachusetts, Amherst* 1969

BETTY MCGUIRE, *University Editor, Duke University, Durham, North Carolina* 1970

JOHN H. SNEDEKER, *President, Western New Mexico University, Silver City* 1968

JAMES L. WARNER, *Assistant Director of Public Information, Iowa State University, Ames* 1970

The Distinguished Achievement Awards competition continues to stimulate considerable interest among the member institutions and resulted in 101 entries for the 1968 award. Judging was conducted in Washington with a very able committee. A sufficient number of excellent entries was received to indicate a considerable interest on the part of the membership in the competition.

The Committee studied some revisions in press room procedures for the annual meeting. Following the 1967 annual meeting suggestions were made to publish the News Notes four times during the annual meeting.

A changing role for the Public Relations Committee is indicated as the work of the Association and of the national office staff continues to change. More staff work is being done in the general area of public relations than formerly. The Public Relations Committee has indicated individually and collectively a desire to do more work towards the improvement of the communications to its membership.

The Public Relations Committee continues to provide considerable direct service to the Association in the staffing of the annual meeting and of the School for Executives. However, greater problems may arise in the future in this area as it becomes increasingly difficult to locate competent people who can secure the necessary time away from their regular tasks in order to accomplish this.

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* Terms expire at annual meeting of year indicated.

Evaluative Criteria Study Committee

Chairman: Edwin P. Adkins, *Director, Office of Research and Program Development, Temple University, Philadelphia, Pennsylvania*

Vice chairman: Paul F. Sharp, *President, Drake University, Des Moines, Iowa*

Harry S. Broudy, *Professor of Philosophy of Education, University of Illinois, Urbana*

Robert N. Bush, *Professor of Education, Stanford University, Stanford, California*

Sister Mary Emil, *President, Marygrove College, Detroit, Michigan*

Margaret Knispel, *Department Chairman and Teacher of English, Beaverton High School, Beaverton, Oregon*

Warren C. Lovinger, *President, Central Missouri State College, Warrensburg*

Robert MacVicar, *Vice President for Academic Affairs, Southern Illinois University, Carbondale*

E. C. Merrill, *Dean, College of Education, University of Tennessee, Knoxville*

Kimball Wiles, *Dean, College of Education, University of Florida, Gainesville*

The Evaluative Criteria Study Committee, created in July 1966 by the Executive Committee, was charged with the responsibility of recommending appropriate changes in the standards currently used by the National Council for Accreditation of Teacher Education (NCATE), identifying problem areas needing research, and proposing a plan for the continuous reappraisal of the revised accreditation standards.

Major Activities

The Committee began its work in late 1966 and continued its efforts throughout 1967. During this period, the major activities of the Committee may be summarized as follows:

1. It polled the opinions of more than 3,000 persons about the present accreditation standards used by NCATE.

2. It prepared a number of resource materials, including the publication, *Evaluative Criteria for Accrediting Teacher Education: A Source Book on Selected Issues.*

3. Five regional conferences were held (San Francisco, Denver, New Orleans, Chicago, and Washington) at which more than 800 participants discussed the basic issues involved in revising the present Standards and proposed new directions for the revision of these Standards.

4. The Committee held numerous meetings for the purpose of discussing issues and formulating the theoretical framework of the proposed new Standards. Some of these meetings were open sessions at which interested groups and individuals submitted position statements.

5. A progress report of the findings of the Evaluative Criteria Study was published in the September 1967 issue of the *AACTE Bulletin.*

6. The first draft of the proposed new Standards was written. This draft was published by the Association in December 1967 and is titled *Standards and Evaluative Criteria for the Accreditation of Teacher Education: A Draft of the Proposed New Standards, with Study Guide.* Approximately 20,000 copies of this draft were distributed for study and reaction.

7. Plans were developed for a jointly sponsored (AACTE/NCATE) Feasibility Project for the purpose of testing the proposed new Standards in eight pilot institutions during 1968-69. A proposal for a research grant was submitted to the United States Office of Education and subsequently approved. The grant will underwrite part of the costs of the Project.

The December 1967 draft of the proposed new accreditation Standards for teacher education was the chief topic of three sessions at the 1968 annual meeting of the Association. On Friday, February 16, the Evaluative Criteria Study Committee held an open meeting at which the rationale of the proposed new Standards was presented and discussed. Approximately 800 persons attended this session.

On Saturday morning, February 17, the Associated Organizations for Teacher Education (AOTE), in cooperation with the Evaluative Criteria Study Committee, sponsored a general session which featured the proposed Standards. Dean Walter K. Beggs, Teachers College, University of Nebraska, addressed the group on "The Proposed New Standards and Evaluative Criteria for the Accreditation of Teacher Education."[9] Following the address, approximately 90 small groups discussed questions related to the proposed new Standards.

Participants in these discussions groups registered strong support for the intent of the Standards to evaluate the product. Many groups noted, however, that better means are needed for making such evaluations. A considerable number of the discussants expressed approval of the (a) references in the proposed Standards to guidelines for the preparation of teachers developed by professional organizations, (b) Standard 1.9 on control of the program, (c) Standard 3.5 on faculty involvement with schools, and (d) Standard 3.6 on provisions for the expression of student views. It was the opinion of many participants that the proposed new Standards encourage institutional experimentation and innovation and that the Standards should be upgraded periodically.

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[9] Mr. Beggs's address appears on pp. 226-36.

Much concern was expressed by the discussion groups about how the proposed Standards are to be applied. A number of participants questioned the use of the "all or none" principle and the inclusion of masters degree programs with basic programs. Some noted that the proposed Standards are "too tough" and that too much weight is given to standardized tests and national norms. In the opinion of some of the discussion groups, the organization of and the elements included in the professional studies component "lead to difficulties in comprehension." Considerable dissatisfaction with the standard on "internship" (1.7) was expressed.

At the final general session of the annual meeting, Asahel D. Woodruff of the University of Utah spoke on "Accreditation by Evaluation of the Product: What It Means for Teacher Education Programs."[2]

The preliminary draft of the proposed new Standards was revised in April 1968. The revisions were made on the basis of an analysis of the reactions which the Committee received by March 15. A summary of these revisions will be made available for distribution.

The proposed Standards as revised in April will be tested in eight pilot institutions during 1968-69 in a Feasibility Project sponsored jointly by AACTE and NCATE. Further revisions of the proposed Standards will be made by the Committee in May 1969 after analyzing the findings of the Feasibility Project and the additional reactions which it has received by that time.

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[2] Mr. Woodruff's address appears on pp. 237-45.

The NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth

(A project supported by the U.S. Office of Education under Title XI of the National Defense Education Act and administered by The American Association of Colleges for Teacher Education in conjunction with Ball State University, Muncie, Indiana.)

National Steering Committee and Task Force

Chairman (January-June 1967): Matthew J. Tripe, *Professor of Education, University of Michigan, Ann Arbor*

Chairman (July 1967-   ): Arthur Pearl, *Professor of Education, University of Oregon, Eugene*

Hobert W. Burns, *Vice President for Academic Affairs, San Jose State College, San Jose, California*

Saul B. Cohen, *Director, Graduate School of Geography, Clark University, Worcester, Massachusetts*

William E. Engbretson, *Professor of Higher Education, University of Denver, Denver, Colorado* (Chairman, June-December 1966)

Richard L. Foster, *Superintendent of Schools, San Ramon Valley Unified School District, Danville, California*

Vernon F. Haubrich, *Professor of Education, University of Wisconsin, Madison*

William C. Kvaraceus, *Professor of Education, Tufts University, Medford, Massachusetts*

F. George Shipman, *Chairman, Department of Education, North Carolina College at Durham, Durham*

B. Othanel Smith, *Professor of Education, University of Illinois, Urbana*

James R. Tanner, *Assistant Superintendent of Schools, Cleveland Public Schools, Cleveland, Ohio*

Mario D. Fantini, *Program Associate for Education, The Ford Foundation, New York, New York* (Consultant)

Harry N. Rivlin, *Dean, School of Education, Fordham University, New York, New York* (Consultant)

The National Steering Committee of the NDEA National Institute has met with the staff of the Institute monthly. The staff is composed of Richard E. Lawrence, associate executive secretary, AACTE, *director;* James E. Kelly, Jr., (on leave) West Virginia State College, *associate director;* and Mary S. Bartholomew, *program associate.*

Purposes and Functions

The Institute was formed in July 1966 as a partial response to the growing need to deal in an organized way with the problems and issues created by the rapidly increasing demands for teachers of the disadvantaged and for personnel to train such teachers. In addition, the Institute is charged with giving attention to the possibilities of extending the results of efforts to improve the preparation of teachers of the disadvantaged to the revitalization of teacher education in general.

Briefly, the NDEA National Institute was conceived and developed to accomplish the following purposes:

1. Develop a structure (a National Committee and a related program of field activities) which would encourage and assist in the immediate improvement of training programs for teachers of the disadvantaged and provide leadership for the longer-range tasks of clarifying issues, defining problems, and identifying appropriate directions and developments with respect to the improvement of teacher education.

2. Identify the implications of those programs for the preparation and continuing development of teachers of the disadvantaged, such as NDEA Title XI Institutes, Teacher Corps, and like programs, for the improvement of teacher education in general.

3. Sensitize teachers of the disadvantaged to the changes needed, and provide them with opportunities for developing their competencies.

4. Learn what fundamental issues can be resolved, what materials are most relevant, and what can be done to disseminate them as effectively as possible.

5. Help consolidate activities and accelerate communications about the improvement of teaching the disadvantaged among personnel of school districts, state educational agencies, and colleges and universities.

Since the inception of the Institute, the two major components of the Institute have been working to implement these objectives. The National Committee, with its liaison and consultant members, is the Task Force of the overall structure; it provides long-range leadership. "Out in front" of immediate problems, it brings to its frequent meetings and continued interaction expert and specialized experiences and influence in the arena of American education. At the same time the Task Force and the Project staff have directed, supported, and in some cases initiated a wide-ranging program of related field activities across the United States. These field activities have yielded many empirical results to the Task Force. They have yielded on-the-spot insights and the invaluable reactions of the individual teacher of the disadvantaged as he perceives his daily problems and professional commitment. Simultaneously, the field activities have achieved the immediate result of helping to solve small, but perplexing, problems of short-term "wars" against the intellectual poverty of the disadvantaged.

During the first year of the Institute, the greatest emphasis was on the interaction of the field project program with the continuing seminar of the National Committee. (Some of the major programs are described later in more detail.) The scholars engendered long-range ideas, while teachers, administrators, parents, and community groups responded to these ideas, thus further stimulating, correcting, and sharpening the focus of the National Committee thinking.

In its second year, the Institute's emphasis has shifted increasingly to the more difficult aspect of long-range charting of national goals for the education of teachers. Field activities of the first year either are continuing on their own momentum or are engaged in the local and autonomous use of the "seed money and ideas" of their Institute-funded programs of past months. Ongoing programs have begun to show the broadened aspect of the Institute's concern. The Four States Project, for example, is an attempt to fashion statewide models of programs of improvement in the education of teachers, especially teachers of the disadvantaged.

Presently, the National Committee Task Force is in a six-month period of discussion and consultation as it prepares a manuscript which incorporates discussion, analyses, and the research garnered from the varied field projects across the nation into a guide for teacher education. This prospectus for teacher education is the major collaborative effort of the National Committee Task Force in the second year of the Institute and will culminate the two years' research, study, interchange, and field work by the NDEA National Institute. The manuscript is scheduled for completion by September 1968.

Major Program Elements

The Four-States Project

This is a special program being funded by the U.S. Office of Education through the NDEA National Institute. The general purposes of the projects being planned in California, Colorado, Wisconsin, and Oregon are—

1. To identify ways that Title I ESEA training funds and others can be used more effectively in the improvement of teacher education, both preservice and in-service.

2. To create a state structure or pattern of relationships which will facilitate the coordination and effective use of higher education resources for Title I training programs and others.

3. To develop models for achieving the above ends in the four states which may be used by other states.

4. To use these state efforts to provide the National Committee with information relevant to its fundamental purposes of clarifying issues and problems and of recommending future directions by considering how the special problems of preparing teachers of the disadvantaged can be dealt with in ways that also will lead to the improvement of teacher education in general.

The four state directors are James C. Stone, California; Joseph Stevens, Colorado; Grace Lund, Wisconsin; Arthur Pearl, Oregon. These directors are working closely with the NDEA National Institute Committee members from their respective states: Hobert Burns and Richard Foster, California; William Engbretson, Colorado; and Vernon Haubrich, Wisconsin. James Kelly, Jr., associate director of the NDEA National Institute, will serve as coordinator.

The Inter-Institutional Program Development Project

Colleges and universities, in cooperation with school districts, were given financial backing to construct and demonstrate new programs for teachers preparing to teach the disadvantaged. Their experience, it is hoped, will assist the National Steering Committee in identifying important issues in the preparation of teachers for the disadvantaged and in clarifying basic assumptions about the manner in which the issues might be resolved. Over one hundred colleges and universities are participating in the 22 programs which are part of this Project.

To date, projects range from those which involve faculty members in the evaluation of new procedures for the training of teachers to exploratory conferences among various groups of the community to determine priorities involved in the education of disadvantaged youth. A number of programs will provide for conferences among faculty members from the various disciplines within universities; others will encourage the close association of school administrators and teachers in the field with college and university personnel. The programs which appear to be closest to meeting the aims of the NDEA National Institute have several common characteristics. They involve more than one teacher training institution in the program or are cooperative ventures among institutions of higher learning and school districts. In addition, they involve professors from education and from other disciplines.

Sausalito Teacher Education Project (STEP)

One of the Institute's major field projects is with the Sausalito Teacher Education Project (STEP), a cooperative effort between San Francisco State College and the Sausalito Elementary School District. The program is an attempt to effect change in teacher education curriculum for teachers of the educationally disadvantaged in a desegregated setting. In addition to involving fifth-year college students and in-service teachers, STEP is attempting to involve the institution by the direct participation of some of its faculty members and through the indirect participation of others by including them in planning discussion sessions and by using them as consultants. STEP was initiated under California state support available through the McAteer Act. The NDEA National Institute provides supplementary support for an Interdisciplinary Seminar where college faculty members and school district personnel examine results of Project activities and engage in a variety of related activities.

Lane County (Oregon) Project

In Oregon, the NDEA National Institute is helping to augment a cooperative program between the University of Oregon and the Lane County School District. It uses two major devices: (a) the monitoring of classrooms by teams of college faculty members and doctoral students, coupled with a compulsory in-service seminar for preservice students, where suggestions for change based on observation and the teachers' experiences are discussed; and (b) the recruitment of teachers and teacher assistants from socioeconomic backgrounds similar to those of the pupils with whom they work. These recruits spend half of the day in the classrooms and the other half taking correlated courses at the university. This program is designed to help non-college-bound high school graduates achieve a wider range of choices when planning careers. The Oregon State Department of Education is currently attempting to define criteria for accreditation of such teacher assistants.

Student and Beginning Teacher Conference Program

In cooperation with the Student National Education Association and the National Commission on Teacher Education and Professional Standards (NEA), the NDEA National Institute held four regional invitational conferences to promote consideration of teacher education programs appropriate for the realities of today and tomorrow. The major participants in these conferences were preservice teachers in their last year of preparation, beginning teachers, and teaching "dropouts." Youth and community leaders, school personnel, and teachers of teachers also were invited to participate. These discussions in Boston, Los Angeles, New Orleans, and Detroit helped to provide new program models for teacher education and, at the same time, gave the young people involved a greater sense of responsibility and more influence with respect to the improvement of related teacher education.

New Curricular Materials Workshop

Another major project of the NDEA National Institute brought together in June 1967 the developers of curriculum materials, teacher educators, and personnel from public schools and regional laboratories to facilitate communication among curriculum makers and curriculum users through a cooperative examination of materials in terms of their relevance to teaching disadvantaged youth. Reviewing what has already been done in this area by such groups as the Association for Supervision and Curriculum Development and the National Science Foundation, the workshop discussed several strategic curriculum projects for evaluation in terms of their relevance to teaching the disadvantaged and explored further means for developing useful associations between curriculum makers and curriculum users.

Other smaller projects have provided data which should be helpful to individuals concerned with teaching the disadvantaged. A program being conducted in cooperation with the New England Board of Higher Education and the New England School Development Council will place college professors in school classrooms with disadvantaged youth to ascertain if, by doing so, any change will result in their approach to instruction. In Westchester County a survey of teachers who attended an Institute supported under Title I during the summer of 1966 is being conducted to determine how that experience affected their classroom activity when they returned to their schools.

Three invitational conferences on "Urbanization and Youth" were held in the spring of 1967 in Chicago, Cleveland, and Madison, involving members of state departments of education, welfare, and health; representatives from university schools of social work, medicine, law, and education; state officials from the Office of Economic Opportunity and related projects such as Head Start and Upward Bound; representatives from the area of vocational education; selected personnel from public schools; and members of governors' staffs of midwestern states. The purposes of the conferences were—

1. To enable various federal, state, and local officials to study the complexity of legal, social, economic, and psychological constraints on youth.

2. To review the critical factors in urbanization, their relation to disadvantaged youth, and the impact on society of the urbanization of communities.

3. To examine the implications of changing work, living, and recreational patterns for those agencies and individuals responsible for the education of youth.

CONSTITUTION AND BYLAWS

THE PAST IS
FIFTY YEARS
aacte
PROLOGUE

THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Constitution and Bylaws*

Constitution

Article I—Name

The name of this organization shall be "The American Association of Colleges for Teacher Education."

Article II—Purpose and Objectives

The purpose of this Association is to provide, through professional organization and cooperation, for continuous search for and promotion of ideas and practices which are most effective in the education of teachers. Consonant with this purpose, the major objectives of the Association are:

Section 1. To provide member institutions with the means for continuous exchange of information, experiences, and judgments concerning all aspects of teacher education.

Section 2. To stimulate and facilitate research, experimentation, and evaluation in teacher education and in related problems of learning and teaching; to serve as a clearing house of information and reports on these matters; and to publicize the findings of studies that have significance for the improvement of teacher education.

Section 3. To exchange reports, experiences, and ideas with educators of teachers in other countries as a means of improving teacher education and of strengthening international understanding and cooperation.

Section 4. To encourage and assist the administrators of teacher education institutions to develop greater competence, especially in their leadership of college faculties in developing improved programs for the education of teachers.

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* Amendments approved at the Twentieth Annual Meeting of The American Association of Colleges for Teacher Education, Chicago, Illinois, February 16, 1968, and ratified in a subsequent mail ballot.

SECTION 5. To cooperate with other professional educational organizations and agencies in activities designed to establish desirable directions, goals, and standards for teacher education.

SECTION 6. To make available to colleges and universities, upon request, professional consultant services and other practical assistance to help them improve their teacher education programs.

SECTION 7. To represent the education of teachers before all segments of the public as a great professional enterprise carrying special responsibilities for the development of competent citizens.

Article III—MEMBERSHIP

SECTION 1. Colleges and universities eligible for membership in this Association are those four-year, degree granting institutions which officially and publicly announce that the education of teachers is one of their important institutional purposes and which present satisfactory evidence that they qualify for membership. Such institutions shall file a formal application for membership and, upon recommendation of the Executive Committee, approval of the Association, and payment of the stipulated membership fee, shall be members of the Association for the year covered by their membership fee. Continued membership shall be contingent upon the payment of annual dues. The membership of any institution may, upon recommendation by the Executive Committee, be terminated for cause at any annual meeting by a majority vote in an official business meeting.

SECTION 2. An institution desiring to withdraw from membership in this Association at the end of any fiscal year shall send the Executive Secretary a written notification of that desire before December 31 of a year for which its dues have been paid.

Article IV—MEETINGS

The Association shall hold one annual meeting and such other meetings on such days and at such places as may be determined by the Executive Committee.

Article V—OFFICERS

The officers of this Association shall be a President, a President-Elect, and an Executive Secretary who shall also serve as Treasurer. One or more Associate Secretaries may be appointed. The terms of office of the President and President-Elect shall be for one year, beginning on March 1. The terms of office of the Executive Secretary and of Associate Secretaries shall be determined by the Executive Committee.

Article VI—COMMITTEES

SECTION 1. There shall be an Executive Committee composed of thirteen members: the President, the President-Elect, the Immediate Past-President, six members to be elected by ballot as provided in the Bylaws for staggered terms of three years each, the Chairman of the Advisory Council of the Associated Organizations for Teacher Education, and three additional representatives to be added by and from the Advisory Council for staggered terms of three years each, but not beyond the time they are members of the Advisory Council. Liaison representatives from other educational associations and organizations may be appointed to the Executive Committee at the Committee's discretion to serve without vote.

Bylows

Article I—Membership

Section 1. To become a member of the Association an institution shall:

- I. Be accredited by a regional accrediting association.
- II. Make application to the Executive Secretary. Such application shall include:
  - A. A statement from the catalog or other official document indicating that teacher education is one of the purposes of the institution.
  - B. A statement from the chief administrative officer that the institution proposes to take an active part in the work of the Association.
- III. Be recommended by the Executive Committee and approved by the Association at a regular meeting.
- IV. Pay its membership fee according to the dues schedule of the Association.

Section 2. Upon its completion of steps in Section 1, the Executive Secretary shall inform the institution of its acceptance as a member.

Section 3. To become an Associated Member of the AACTE, an institution shall:

- I. Have applied for or signified intent to seek regional accreditation for a baccalaureate degree granting program.
- II. Make application to the Executive Secretary. Such application shall include:
  - A. A statement from the catalog or other official documents indicating that teacher education is one of the proposed purposes of the institution.
  - B. A statement from the chief administrative officer that the institution proposes to take part in the work of the Association within the limitations of Associate Membership.

C. A statement that the institution agrees to accept these limitations: Associate institutional representatives may not vote, may not be appointed to committees nor be elected to office.

D. A statement that the institution recognizes an automatic five (5) year limitation on Associate Membership.

III. Be recommended by the Executive Committee and approved by the Association at a regular meeting.

IV. Pay its Associate Membership fee in the amount of $200 annually.

Article II—Representation

There shall be three representatives from each member institution, and each representative shall have voting privileges as prescribed in Article III of the Bylaws. One of the representatives shall be the president or some other general administrative officer of the institution. The other two representatives shall be persons broadly interested in teacher education and shall be designated so that the teaching fields as well as professional education are represented. One of the three representatives shall be designated by the institution as its chief liaison person with the Association to act for the institution in matters requiring a single response. Representatives shall be designated annually by the president or dean in the institution's annual report to the Association. Changes of representatives at any time shall be authorized by the president or dean.

Article III—Voting

Each official institutional representative to this Association, or his duly authorized substitute, shall be entitled to one vote on every question at issue except in the case of amendments to the Constitution or the Bylaws in which case each institution shall be entitled to one vote to be cast by the chief liaison representative or his duly authorized substitute. Substitutes at regular meetings of the Association shall be considered authorized if they bear credentials signed by the president or dean of the institution represented. An official institutional representative may, if he bears the proper credentials, cast more than one of his institution's three votes.

Article IV—Quorum

Representation from one third of the member institutions shall constitute a quorum for the transaction of business at any regular meeting.

Article V—Finances

Section 1. The fiscal year for this Association shall begin on January 1st of each year.

SECTION 2. The annual dues of this Association shall be levied in accordance with a schedule of dues to be established by the Executive Committee. Such schedule, to be adopted, must be approved by a majority of the member institutions, in a mail ballot.

SECTION 3. Membership in any fiscal year shall consist of those member institutions that have paid dues before December 31.

SECTION 4. Expenditure of funds of the Association shall be controlled by an Annual Budget adopted by the Executive Committee, which budget may be amended by majority vote of the Executive Committee, and which shall be considered to constitute appropriation of funds for the purposes designated and authorization to the Executive Secretary to expend such funds in accordance with the appropriations made. The Executive Secretary shall make bond to cover faithful expenditure and safekeeping of all funds, cost of said bond to be paid by the Association.

SECTION 5. The President shall appoint an Auditing Committee of three members who shall review a certified accountant's audit of the accounts of the Executive Secretary and shall present a written report to the Association during the annual meeting.

SECTION 6. In the event of dissolution of the Association, the Executive Committee shall, after payment of debts and obligations, divide the net assets equally among the nonprofit colleges and universities comprising the membership at the time of dissolution and which are then exempt from Federal income taxes as charitable and/or educational organizations.

Article VI—DUTIES OF OFFICERS

The duties of the several officers shall be such as are usually associated with their offices, as are stated herein, or as may be later assigned by the Executive Committee or by the Association.

Article VII—COMMITTEES

SECTION 1. The Executive Committee shall:

I. Adopt the budget and administer the expenditures of the Association.

II. Appoint the Executive Secretary, Associate Secretaries, and such temporary appointees as may be necessary for special work of the Association.

III. Appoint the members of Committees established by the Bylaws, and such *ad hoc* committees as may be needed from time to time.

IV. Fill all vacancies in office that may occur during any year for the remainder of that year.

V. Have other customary jurisdiction, legislative authority excepted.

SECTION 2. There shall be a Committee on Studies which shall:

I. Have general responsibility for the Association's program of studies and research.

II. Initiate, plan, direct, and where appropriate, conduct studies.

III. Approve for publication the reports of studies and research.

IV. Recommend for publication reports of studies and research pertinent to the preparation of educational personnel.

SECTION 3. There shall be a Committee on Public Relations and Publications which shall:

I. Advise the officers and member institutions with regard to effective procedures and materials for interpreting teacher education, the Association, and its member institutions to various groups.

II. Plan and direct the publications and communications program of the Association.

SECTION 4. There shall be a Committee on International Relations which shall:

I. Be the agency of the Association for the exchange of reports and ideas with educators in other countries as well as for cooperation with teacher education agencies in other lands.

II. Seek to develop programs for strengthening international understanding in member institutions.

III. Act in an advisory capacity to the other committees and to the officers of AACTE on matters in the field of international affairs.

IV. Maintain liaison with organizations and agencies concerned with international affairs.

SECTION 5: There shall be a Committee on Government Relations which shall:

I. Provide information to member institutions and promote membership actions in the field of government relations which will develop conditions conducive to effective teacher education.

II. Establish and maintain relationships with legislative and executive personnel, and officials of other groups involved in or concerned with teacher education, to secure conditions conducive to effective teacher education.

III. Advise the officers and membership on effective ways of conducting Association government relations and periodically evaluate the effectiveness of the Association's program in this area.

IV. Consist of seven members with six serving terms of three years each, two members to be appointed each year, provided that initial appointments shall be for varied terms: two members for one year, two members for two years, and two members for three years. The seventh member shall be the president-elect of the Association, serving ex-officio.

Article VIII—ELECTION OF OFFICERS AND EXECUTIVE COMMITTEE MEMBERS

SECTION 1. For the purpose of electing the President-Elect and members of the Executive Committee each year, the membership of the Association shall be grouped by states into six divisions as follows: Zone I, II, III, IV, V, and VI.

Zone I.	Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania.
Zone II.	Delaware, Maryland, Virginia, West Virginia, District of Columbia, North Carolina, South Carolina, Georgia, Florida, Tennessee, Mississippi, Alabama, Puerto Rico.
Zone III.	Louisiana, Arkansas, Oklahoma, Texas, Arizona, New Mexico, Utah, Nevada, Colorado.
Zone IV.	Ohio, Indiana, Michigan, Illinois, Kentucky.
Zone V.	Wisconsin, Minnesota, Iowa, Missouri, Kansas.
Zone VI.	Nebraska, North Dakota, South Dakota, Wyoming, Montana, Idaho, Washington, Oregon, California, Hawaii, Alaska.

SECTION 2. At the time of each annual meeting, the Executive Committee shall appoint a Nominating Committee of seven, composed of one member from each Zone and the Immediate Past-President of the Association who shall act as chairman, but shall have no vote except in the event of a tie. An alternate for each member shall be appointed from his Zone to serve in his absence.

SECTION 3. At the time of each annual meeting, the Executive Committee shall appoint a Tellers Committee. An alternate for each member shall be appointed. The Executive Secretary of the Association shall act as chairman.

SECTION 4. Any officially designated institutional representative shall be eligible for nomination as an officer or member of the Executive Committee of the Association.

SECTION 5. The Nominating Committee shall use a formal process whereby institutional representatives may recommend persons for nomination to elected offices. On or before June 1, the Nominating Committee shall name two candidates for the position of President-Elect, and a slate consisting of twice the number of candidates as there are vacancies to be filled on the Executive Committee. The slate shall be transmitted by the chairman of the Nominating Committee to the Executive Secretary of the Association.

SECTION 6. On or before October 1, the Election Ballot, showing the candidates for the offices, shall be distributed to all official representatives of the member institutions of the Association. The representatives shall be instructed to return the Election Ballot to the Tellers Committee in care of the Executive Secretary of the Association on or before December 15, following distribution of the ballot.

SECTION 7. All legal Election Ballots received by the Executive Secretary on or before December 15 shall be counted by the Tellers Committee. The results shall be transmitted to the President of the Association for announcement at the next annual meeting of the Association.

SECTION 8. The candidates receiving the larger numbers of votes shall be elected to offices. In the event that vacancies have occurred on the Executive Committee so that positions represent unequal terms, longer terms will be awarded to candidates with the higher number of votes.

Article IX—ELECTION OF AACTE MEMBERS OF THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

SECTION 1. For the purpose of selecting AACTE members of the NCATE each year, the Executive Committee shall use a formal process whereby institutional representatives may recommend persons for nomination to NCATE membership. Members of the faculties of institutions holding membership in AACTE shall be eligible for nomination as AACTE members of the NCATE.

SECTION 2. On or before June 1, the Executive Committee shall name two persons for each position to be filled. This slate shall give due consideration to balanced representation of the different types of collegiate institutions preparing teachers and of the various academic and professional fields relevant to teacher education in these institutions. The distribution of representation on the Council according to institution type shall be systematically defined and shall be identified on election ballots. The slate shall be transmitted by the chairman of the Executive Committee to the Executive Secretary of the Association.

SECTION 3. The Tellers Committee appointed under Article VIII, Section 3, of the Bylaws, shall also serve as the Tellers Committee for this election.

SECTION 4. The remainder of the election procedure shall follow that specified in Article VIII, Sections 5 through 8, except that the Executive Committee shall function as the nominating committee for the nomination of AACTE members of the NCATE.

SECTION 5. The Executive Committee shall fill all vacancies in the positions of AACTE members of the NCATE that may occur during any term for the remainder of that term.

Article X—APPOINTMENTS

SECTION 1. The Executive Committee shall make its appointments at its first meeting following the annual meeting, except appointments to vacancies in office. (See Bylaws Article VII, Section 1, Item IV)

SECTION 2. The Executive Secretary, who also serves as Treasurer, and such Associate Secretaries as may be needed, shall be appointed for indefinite terms. Sixty days notice shall be given prior to termination of service by action of the Executive Committee or by resignation of the individual holding the appointment.

Article XI—AMENDMENTS

Proposed amendments to these Bylaws shall be presented for discussion and approval at a regular meeting of the Association. An amendment shall be considered in effect when ratified by more than one half of the legal votes cast in a subsequent mail ballot, provided that the majority so defined is equal to or greater than one third of the institutional membership at that time.

DIRECTORY/1968

THE PAST IS
FIFTY YEARS
aacte
PROLOGUE

THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

DIRECTORY OF OFFICERS, COMMITTEES, AND MEMBERS

(Revised March 1968)

The American Association of Colleges for Teacher Education

Headquarters Office: 1201 Sixteenth Street, N.W., Washington, D. C. 20036

Officers and Staff

President: WILLIAM E. ENGBRETSON, *Professor of Higher Education, University of Denver, Denver, Colorado*

President-Elect: J. LAWRENCE WALKUP, *President, Northern Arizona University, Flagstaff*

Executive Secretary: EDWARD C. POMEROY

Associate Executive Secretary: RICHARD E. LAWRENCE

Associate Secretaries: JOEL L. BURDIN, FRANK H. KLASSEN, WALTER J. MARS, KARL MASSANARI, MARK SMITH

Project Coordinator: LOUIS W. NORMINGTON

Administrative Assistant: FLORENCE G. JONES

Program Assistant: JUDITH MORRIS

Research Assistant: MARGARET HAMPTON

Editorial Assistant: REBECCA FISKE

NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth

Director: RICHARD E. LAWRENCE

Associate Director: JAMES KELLY, JR.

Program Associate: MARY BARTHOLOMEW

Program Assistant: ELEANOR MANNING

Publications Editor: MARY WOLFE

Executive Committee*

Chairman—WILLIAM E. ENGBRETSON, *President, AACTE; Professor of Higher Education, University of Denver, Denver, Colorado 80210* (1970)

JOHN R. EMENS, *Past-President, AACTE; President, Ball State University, Muncie, Indiana 47306* (1969)

J. LAWRENCE WALKUP, *President-Elect, AACTE; President, Northern Arizona University, Flagstaff 86001* (1971)

HAZEL ANTHONY, *Chairman, Department of Home Economics Education, University of Nebraska, Lincoln 68508* (1971)**

RALPH W. CHERRY, *Dean, School of Education, University of Virginia, Charlottesville 22903* (1969)

GEORGE W. DENEMARK, *Dean, College of Education, University of Kentucky, Lexington 40506* (1971)

GEORGE E. DICKSON, *Dean, College of Education, The University of Toledo, Toledo, Ohio 43606* (1971)**

NATHANIEL H. EVERS, *Director, School of Education, University of Denver, Denver, Colorado 80210* (1969)

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* Terms expire at Annual Meeting of year indicated.

** Appointed by the Advisory Council of the Associated Organizations for Teacher Education.

Francis N. Hamblin, *Academic Vice President, Northern Arizona University, Flagstaff 86001. Chairman, Committee on International Relations,* Ex Officio

William A. Hunter, *Dean, School of Education, Tuskegee Institute, Tuskegee Institute, Alabama* 36088 (1970)

Dorothy McGeoch, *Professor of Education, Teachers College, Columbia University, New York, New York 10027* (1970)**

Van Cleve Morris, *Professor of Education, Division of Education, Box 4348, University of Illinois at Chicago Circle, Chicago 60680* (1969)**

F. Robert Paulsen, *Dean, College of Education, The University of Arizona, Tucson 85721. Chairman, Committee on Studies,* Ex Officio

Truman M. Pierce, *Dean, School of Education, Auburn University, Auburn, Alabama* 36830 (1970)

Russell A. Strong, *Director of Public Information, Davidson College, Davidson, North Carolina* 28036. *Chairman, Committee on Public Relations and Publications,* Ex Officio

Robert F. Topp, *Dean, College of Education, Northern Illinois University, DeKalb 60115* (1971)

Roy A. Edelfelt, *Senior Associate Secretary, National Commission on Teacher Education and Professional Standards of the NEA, 1201 Sixteenth Street, N.W., Washington, D. C. 20036* (Liaison member representing NCTEPS)

Sister Mary Emil, *President, Marygrove College, Detroit, Michigan 48221* (Liaison member representing Association of American Colleges)

Charles W. Hunt, *58 Elm Street, Oneonta, New York 13820.* Consultant

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* Terms expire at Annual Meeting of year indicated.

** Appointed by the Advisory Council of the Associated Organizations for Teacher Education.

Committee on Studies*

Chairman—**F. Robert Paulsen**, *Dean, College of Education, The University of Arizona, Tucson* 85721 (1969)

Vice-Chairman—**James F. Nickerson**, *President, Mankato State College, Mankato, Minnesota 56001* (1969)

Paul I. Clifford, *Professor of Educational Psychology, Atlanta University, Atlanta, Georgia 30314* (1972)

Paul W. Eberman, *Dean, College of Education, Temple University, Philadelphia, Pennsylvania 19122* (1970)

Henry J. Hermanowicz, *Dean, College of Education, Illinois State University, Normal 61761* (1970)

Stanley J. Heywood, *President, Eastern Montana College, Billings 59101* (1971)

H. Thomas James, *Dean, School of Education, Stanford University, Stanford, California* 94305 (1972)

K. Richard Johnson, *President, National College of Education, Evanston, Illinois 60201* (1973)

Edward J. Kelly, *Dean, School of Education, Colorado State College, Greeley 80631* (1973)

Rev. Joseph P. Owens, S.J., *Professor of Education, John Carroll University, Cleveland, Ohio* 44118 (1971)

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* Terms expire at Annual Meeting of year indicated.

Edward J. Ambry, *Associate Dean of Graduate Studies, Montclair State College, Upper Montclair, New Jersey 07043* (Liaison member representing the Advisory Council of the Associated Organizations for Teacher Education)

David Darland, *Associate Secretary, NCTEPS-NEA, 1201 Sixteenth Street, N.W., Washington, D. C. 20036* (Liaison member representing National Commission on Teacher Education and Professional Standards)

Kenneth Goodman, *Associate Professor, College of Education, Wayne State University, Detroit, Michigan 48202* (Liaison member representing American Educational Research Association)

Milo E. Kearney, *Assistant Commissioner of Education, Texas Education Agency, Austin 78711* (Liaison member representing National Association of State Directors of Teacher Education and Certification)

Subcommittees of the Committee on Studies

(For March 1, 1968—February 28, 1969

Subcommittee on the Teaching-Learning Process

Chairman—Asahel D. Woodruff, *Bureau of Educational Research, State College of Education, University of Utah, Salt Lake City 84112*

K. Richard Johnson, *President, National College of Education, Evanston, Illinois 60201* (Liaison member)

Subcommittee on Academic and Foundation Disciplines in Teacher Education

Chairman pro tem—Edward J. Kelly, *Dean, School of Education, Colorado State College, Greeley 80631*

Subcommittee on Social Forces, Trends, and Relevance in Teacher Education

Chairman pro tem—Rev. Joseph P. Owens, S.J., *Professor of Education, John Carroll University, Cleveland, Ohio 44118*

Subcommittee on Technology in Teacher Education

Chairman—Paul W. L. Witt, *Professor of Education, Teachers College, Columbia University, New York, New York 10027*

Paul I. Clifford, *Professor of Education and Psychology, Atlanta University, Atlanta, Georgia 30314* (Liaison member)

Subcommittee on Policy Making and Implementation

Chairman pro tem—Paul W. Eberman, *Dean, College of Education, Temple University, Philadelphia, Pennsylvania 19122*

Joint Committee on the Recruitment, Selection, and Preparation of College Teachers of Education (AACTE-NCTEPS-AST-NSCTE)

AACTE Representative—

Joseph J. Justman, *Director, Teacher Education Division, Brooklyn College of the City University of New York, Brooklyn, New York 11210*

Committee on International Relations

Chairman–Francis N. Hamblin, *Academic Vice President, Northern Arizona University, Flagstaff 86001* (1970)

William W. Brickman, *Professor of Education, University of Pennsylvania, Philadelphia 19104* (1971)

Rt. Rev. Lawrence P. Cahill, *President, Saint John College of Cleveland, Cleveland, Ohio 44114* (1969)

John H. Callan, *Dean, School of Education, Seton Hall University, South Orange, New Jersey 07079* (1970)

John Dunworth, *Dean, Teachers College, Ball State University, Muncie, Indiana 47306* (1970)

Stephen P. Hencley, *Dean, College of Education, University of Utah, Salt Lake City 84112* (1971)

Howard R. Jones, *Dean, College of Education, The University of Iowa, Iowa City 52240* (1969)

Paul G. Orr, *Associate Dean, College of Education, The University of Alabama, University 35486* (1969)

Pat W. Wear, *Chairman, Department of Education, Berea College, Berea, Kentucky 40403* (1971)

Committee on Public Relations and Publications

Chairman–Russell A. Strong, *Director of Public Information, Davidson College, Davidson, North Carolina 28036* (1969)

Lee Dreyfus, *President, Wisconsin State University, Stevens Point 54481* (1971)

F. Clark Elkins, *President, Northeast Missouri State College, Kirksville 63501* (1971)

Robert McCartney, *Director of University Relations, University of Massachusetts, Amherst 01002* (1969)

Betty McGuire, *University Editor, Duke University, Durham, North Carolina 27706* (1970)

James L. Warner, *Assistant Director of Public Information, Iowa State University of Science and Technology, Ames 50010* (1970)

Committee on Government Relations

Chairman–Paul H. Masoner, *Dean, School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania 15213*

David Clark, *Dean, School of Education, Indiana University, Bloomington 47401*

Evan R. Collins, *President, State University of New York at Albany, Albany 12203*

Gilford W. Crowell, *Dean, College of Education, Ohio University, Athens 45701*

Rev. Charles F. Donovan, S.J., *Academic Vice President, Boston College, Chestnut Hill, Massachusetts 02167*

Calvin E. Gross, *Dean, School of Education, University of Missouri at Kansas City, Kansas City 64110*

Evaluative Criteria Study Committee

Chairman—Edwin P. Adkins, *Associate Vice President, Temple University, Philadelphia, Pennsylvania 19122*

Vice-Chairman—Paul F. Sharp, *President, Drake University, Des Moines, Iowa 50311*

Harry S. Broudy, *Professor of Philosophy of Education, University of Illinois, Urbana 61801* (On leave at the Center for Advanced Study in Behavioral Sciences, Stanford, California 94305)

Robert N. Bush, *Professor of Education, College of Education, Stanford University, Stanford, California 94305*

Sister Mary Emil, *President, Marygrove College, Detroit, Michigan 48221*

Margaret Knispel, *Assistant Secretary, National Commission on Teacher Education and Professional Standards,* 1201 *Sixteenth Street, N.W., Washington, D. C. 20036*

Warren C. Lovinger, *President, Central Missouri State College, Warrensburg 64093*

Robert MacVicar, *Vice President for Academic Affairs, Southern Illinois University, Carbondale 62901*

E. C. Merrill, *Dean, College of Education, The University of Tennessee, Knoxville 37916*

Committee on the AACTE Consultative Service

Chairman—Elmer J. Clark, *Dean, College of Education, Southern Illinois University, Carbondale 62901*

Richard Davis, *Dean, School of Education, University of Wisconsin-Milwaukee, Milwaukee 53201*

Nathaniel H. Evers, *Director, School of Education, University of Denver, Denver, Colorado 80210*

E. W. Rand, *Director, Teacher Education and Certification, Texas Southern University, Houston 77004*

John M. Wozniak, *Chairman, Department of Education, Loyola University, Chicago, Illinois 60611*

NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth

National Steering Committee and Task Force

Chairman—Arthur Pearl, *Professor of Education, University of Oregon, Eugene 97403*

Hobert W. Burns, *Academic Vice President, San Jose State College, San Jose, California 95114*

Saul Cohen, *Dean of the Graduate School, Clark University, Worcester, Massachusetts 01610*

William E. Engbretson, *Professor of Higher Education, University of Denver, Denver, Colorado 80210*

Richard L. Foster, *Superintendent of Schools, San Ramon Valley Unified School District, Danville, California 94526*

Vernon F. Haubrich, *Professor of Education, University of Wisconsin, Madison 53706*

William C. Kvaraceus, *Professor of Education, Tufts University, Medford, Massachusetts 02155*

F. George Shipman, *Chairman, Department of Education, North Carolina College at Durham, Durham 27707*

B. Othanel Smith, *Professor of Education, University of Illinois, Urbana 61801*

James R. Tanner, *Assistant Superintendent of Schools, Cleveland Public Schools, Cleveland, Ohio 44115*

Matthew J. Trippe, *Professor of Education, The University of Michigan, Ann Arbor 48104*

Mario D. Fantini, *Program Associate for Education, The Ford Foundation, New York, New York 10022* (Consultant)

Harry N. Rivlin, *Dean, School of Education, Fordham University, Bronx, New York 10458* (Consultant)

Nominating Committee

Zone I	**Mark R. Shibles**, *Dean, College of Education, University of Maine, Orono 04473*
	Rev. Philip C. Niemann, C.S.Sp., *Dean, School of Education, Duquesne University, Pittsburgh, Pennsylvania 15219. Alternate*
Zone II	**W. H. Plemmons**, *President, Appalachian State University, Boone, North Carolina 28607*
	Vernon E. Anderson, *Dean, College of Education, University of Maryland, College Park 20742. Alternate*
Zone III	**Elmer F. Ferneau**, *Dean, College of Education, The University of Tulsa, Tulsa, Oklahoma 74104*
	Lawrence A. Davis, *President, Agricultural, Mechanical and Normal College, Pine Bluff, Arkansas 71601. Alternate*
Zone IV	**John J. Ver Beek**, *Professor of Education, Hope College, Holland, Michigan 49423*
	James H. Griggs, *Dean, School of Education, Western Michigan University, Kalamazoo 49001. Alternate*
Zone V	**Rev. R. A. Brennan, S.J.**, *Professor of Education, Marquette University, Milwaukee, Wisconsin 53233*
	Herbert J. Mau, *Head, Education Department, Wartburg College, Waverly, Iowa 50677. Alternate*
Zone VI	**James E. Brooks**, *President, Central Washington State College, Ellensburg 98926*
	Edwin C. Nelson, *President, Chadron State College, Chadron, Nebraska 69337. Alternate*
Chairman	—**John R. Emens**, *President, Ball State University, Muncie, Indiana 47306*

State Liaison Representatives*

State	*Liaison Representative*
Alabama	**Frank Philpot**, *President, Athens College, Athens 35611* (1968)
Alaska	**Charles K. Ray**, *Dean, College of Behavioral Sciences and Education, University of Alaska, College 99701* (1969)

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* Terms expire December 31 of year indicated.

State	***Liaison Representative***
Arizona	G. D. McGrath, *Dean, College of Education, Arizona State University, Tempe 85281* (1969)
Arkansas	M. H. Russell, *President, Henderson State College, Arkadelphia 71923* (1970)
California	John Dahl, *Interim Dean, California State College at Los Angeles, Los Angeles 90032* (1968)
Colorado	Herbert A. Smith, *Director of Teacher Education, Colorado State University, Fort Collins 80521* (1969)
Connecticut	William H. Roe, *Dean, School of Education, The University of Connecticut, Storrs 06268* (1970)
Delaware	Roy M. Hall, *Dean, School of Education, University of Delaware, Newark 19711* (1969)
District of Columbia	John W. Devor, *Professor of Education, The American University, Washington, D. C. 20016* (1968)
Florida	J. A. Battle, *Dean, College of Education, University of South Florida, Tampa 33620* (1969)
Georgia	Don E. Gerlock, *Chairman, Division of Education, Psychology, and Physical Education, Valdosta State College, Valdosta 31601* (1970)
Hawaii	Robert W. Laird, *Chairman, Department of Secondary Education, The Church College of Hawaii, Laie 96762* (1969)
Idaho	Richard L. Willey, *Dean, College of Education, Idaho State University, Pocatello 83201* (1969)
Illinois	Rupert N. Evans, *Dean, College of Education, University of Illinois, Urbana 61801* (1968)
Indiana	David Clark, *Dean, School of Education, Indiana University, Bloomington 47401* (1970)
Iowa	Alfred S. Schwartz, *Dean, College of Education, Drake University, Des Moines 50311* (1970)
Kansas	John W. Henderson, *President, Washburn University of Topeka, Topeka 66621* (1969)
Kentucky	Frank H. Stallings, *Head, Department of Education, University of Louisville, Louisville 40208* (1968)
Louisiana	Milton L. Ferguson, *Dean, College of Education, Louisiana State University in New Orleans, New Orleans 70122* (1970)
Maine	M. G. Scarlett, *President, Farmington State College, Farmington 04938* (1970)
Maryland	L. Morris McClure, *Associate Dean, College of Education, University of Maryland, College Park 20742* (1968)
Massachusetts	Don A. Orton, *President, Lesley College, Cambridge 02138* (1969)
Michigan	J. Wilmer Menge, *Dean, College of Education, Wayne State University, Detroit 48202* (1968)
Minnesota	Elaine M. Tracy, *Chairman, Department of Education, Saint Olaf College, Northfield 55057* (1969)

*** Terms expire December 31 of year indicated.**

State	*Liaison Representative*
Mississippi	S. A. Moorhead, *Dean, College of Education, The University of Mississippi, University 38677* (1970)
Missouri	Robert P. Foster, *President, Northwest Missouri State College, Maryville 64468* (1968)
Montana	Stanley J. Heywood, *President, Eastern Montana College, Billings 59101* (1969)
Nebraska	Edwin C. Nelson, *President, Chadron State College, Chadron 69337* (1970)
Nevada	Edmund J. Cain, *Dean, College of Education, University of Nevada, Reno 89507* (1970)
New Hampshire	Roland B. Kimball, *Chairman, Department of Education, University of New Hampshire, Durham 03824* (1968)
New Jersey	Thomas H. Richardson, *President, Montclair State College, Upper Montclair 07043* (1969)
New Mexico	Charles W. Meister, *President, Eastern New Mexico University, Portales 88130* (1968)
New York	John C. Payne, *Vice Dean, School of Education, New York University, New York 10003* (1969)
North Carolina	W. Newton Turner, *Vice President for Academic Affairs, Western Carolina University, Cullowhee 28723* (1968)
North Dakota	Oscar E. Thompson, *Director, Institute of Education, North Dakota State University, Fargo 58102* (1970)
Ohio	Gilford W. Crowell, *Dean, College of Education, Ohio University, Athens 45701* (1969)
Oklahoma	Al Harris, *President, Southwestern State College, Weatherford 73096* (1970)
Oregon	Averno M. Rempel, *President, Eastern Oregon College, La Grande 97850* (1968)
Pennsylvania	James Gemmell, *President, Clarion State College, Clarion 16214* (1968)
Puerto Rico	Augusto Bobonis, *Dean, College of Education, University of Puerto Rico, Río Piedras 00931* (1970)
Rhode Island	Elmer R. Smith, *Chairman, Department of Education, Brown University, Providence 02912* (1968)
South Carolina	Jack H. Boger, *Dean, School of Education, Winthrop College, Rock Hill 29730* (1969)
South Dakota	Allen R. Millar, *President, Southern State College, Springfield 57062* (1970)
Tennessee	Edell M. Hearn, *Dean, College of Education, Tennessee Technological University, Cookeville 38501* (1969)
Texas	W. E. Lowry, *Vice President for Academic Affairs, Sam Houston State College, Huntsville 77340* (1970)
Utah	Stephen P. Hencley, *Dean, College of Education, University of Utah, Salt Lake City 84112* (1970)

*** Terms expire December 31 of year indicated.**

State	***Liaison Representative***
Vermont	Richard J. Dundas, *President, Castleton State College, Castleton 05735* (1969)
Virginia	Richard B. Brooks, *Dean, School of Education, The College of William and Mary, Williamsburg 23185* (1969)
Washington	J. Wesley Crum, *Dean of Education, Central Washington State College, Ellensburg 98926* (1970)
West Virginia	Joseph F. Marsh, *President, Concord College, Athens 24712* (1968)
Wisconsin	Leonard Haas, *President, Wisconsin State University, Eau Claire 54701* (1969)
Wyoming	Ivan R. Willey, *Dean, College of Education, The University of Wyoming, Laramie 82070* (1970)

*** Terms expire December 31 of year indicated.**

Representatives of Colleges and Universities Appointed by AACTE to

National Council for Accreditation of Teacher Education

(Terms expire on October 31 of year indicated)

Dudley Bailey, *Chairman, English Department, University of Nebraska, Lincoln 68508* (1969)

Alex A. Daughtry, *Chairman, Division of Teacher Education, Kansas State Teachers College of Emporia, Emporia 66801* (1970)

George E. Dickson, *Dean, College of Education, The University of Toledo, Toledo, Ohio 43606* (1970)

Rev. Carl A. Hangartner, S.J., *Coordinator of Teacher Education, Saint Louis University, St. Louis, Missouri 63103* (1969)

Rev. E. J. La Mal, O. Praem., *Chairman, Department of Education, Saint Norbert College, West De Pere, Wisconsin 54178* (1971)

John A. Marvel, *President, Adams State College of Colorado, Alamosa 81101* (1969)

Paul H. Masoner, *Dean, School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania 15213* (1971)

J. W. Maucker, *President, University of Northern Iowa, Cedar Falls 50613* (1969)

Louis Smith, *Academic Vice President and Dean of the College, Berea College, Berea, Kentucky 40403* (1970)

Kenneth R. Williams, *President, Winston-Salem State College, Winston-Salem, North Carolina 27102* (1971)

NCATE Coordinating Board

American Association of Colleges for Teacher Education

Evan R. Collins, *President, State University of New York at Albany, Albany 12203*

Rev. Charles F. Donovan, S.J., *Academic Vice President, Boston College, Chestnut Hill, Massachusetts 02167*

John R. Emens, *President, Ball State University, Muncie, Indiana 47306*

J. N. Hook, *Professor of English, University of Illinois, Urbana 61801*

Warren C. Lovinger, *President, Central Missouri State College, Warrensburg 64093*

Paul F. Sharp, *President, Drake University, Des Moines, Iowa 50311*

Edward C. Pomeroy, *Executive Secretary, AACTE, Washington, D.C. 20036*

Council of Chief State School Officers

Owen B. Kiernan, *State Commissioner of Education, Boston, Massachusetts 02111*

Edgar Fuller, *Executive Secretary, CCSSO, 1201 Sixteenth Street, N.W., Washington, D. C. 20036*

National Association of State Directors of Teacher Education and Certification

Paul Greene, *Director, Teacher Education and Certification, State Department of Education, Jefferson City, Missouri 65101*

Milo E. Kearney, *Assistant Commissioner of Education, Texas Education Agency, Austin 78711*

National Commission on Teacher Education and Professional Standards

Dorothy Meyer, *Teacher of English, Wellesley Junior High School, Wellesley, Massachusetts 02181*

Howard L. Nostrand, *Professor of Romance Languages, University of Washington, Seattle 98105*

Roy A. Edelfelt, *Senior Associate Secretary, NCTEPS, 1201 Sixteenth Street, N.W., Washington, D.C. 20036*

National School Boards Association

Joseph Ackerman, *Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago, Illinois 60605*

Harold V. Webb, *Executive Director, NSBA, Evanston, Illinois 60201*

Associated Organizations for Teacher Education

Chairman—George E. Dickson, *Dean, College of Education, The University of Toledo, Toledo, Ohio 43606*

Secretary—Mark Smith, *Associate Secretary, AACTE, Washington, D. C. 20036*

Constituent Organizations and Representatives to the Advisory Council:

(Terms expire on February 28 of year indicated)

American Association for Health, Physical Education, and Recreation

George Anderson, *Associate Executive Secretary, AAHPER, 1201 Sixteenth Street, N.W., Washington, D. C. 20036* (1971)

Arthur Esslinger, *Dean, College of Health, Physical Education, and Recreation, University of Oregon, Eugene 97403* (1970)

American Association of School Administrators

Natt B. Burbank, *Director, Division of Secondary Education, School of Education, Lehigh University, Bethlehem, Pennsylvania 18015* (1970)

Paul Miller, *Superintendent of Schools, 608 East McMillan Street, Cincinnati, Ohio 45207* (1970)

American Association of School Librarians

Margaret Rufsvold, *Professor, Graduate Library School, Indiana University, Bloomington, Indiana 47401* (1971)

American Home Economics Association

Hazel Anthony, *Chairman, Department of Home Economics Education, University of Nebraska, Lincoln 68503* (1970)

Catherine Bieber, *Assistant Professor of Home Economics Education, University of Delaware, Newark 19711* (1971)

American Vocational Association

George L. Brandon, *Head, Department of Vocational Education, The Pennsylvania State University, University Park 16802* (1971)

William B. Logan, *President, Webber College, Babson Park, Florida* 33827 (1969)

Association for the Education of Teachers in Science

Frank X. Sutman, *Professor of Science Education, School of Education, Temple University, Philadelphia, Pennsylvania 19122* (1971)

Association for Field Services in Teacher Education

Edward J. Ambry, *Associate Dean of Graduate Studies, Montclair State College, Upper Montclair, New Jersey 07043* (1969)

Francis R. Brown, *Director, Division of University Extension and Field Service, Illinois State University, Normal 61761* (1971)

Association for School, College and University Staffing

Charles Caress, *Director, Educational Placement Office, Purdue University, Lafayette, Indiana 47907* (1971)

Association for Student Teaching

Alberta L. Lowe, *Professor of Education, University of Tennessee, Knoxville 37916* (1970)

Dorothy McGeoch, *Professor of Education, Teachers College, Columbia University, New York, New York 10027* (1970)

Council for Exceptional Children

Jean Hebeler, *Chairman, Department of Special Education, University of Maryland, College Park 20742* (1971)

Carolyn King, *Assistant Executive Secretary, CEC, 1201 Sixteenth Street, N.W., Washington, D. C. 20036* (1971)

Department of Audiovisual Instruction

Robert E. Stepp, *Head, Midwest Regional Media Center for the Deaf, University of Nebraska, Lincoln 68508* (1970)

Gerald M. Torkelson, *Professor of Education, College of Education, University of Washington, Seattle 98105* (1970)

National Association for Business Teacher Education

Elvin S. Eyster, *Chairman, Graduate School of Business, Indiana University, Bloomington 47401* (1969)

Albert C. Fries, *Head, Department of Business Education, Chico State College, Chico, California 95926* (1971)

National Society of College Teachers of Education

William Van Til, *Coffman Distinguished Professor in Education, Indiana State University, Terre Haute 47809* (1970)

Philosophy of Education Society

Van Cleve Morris, *Professor of Education, Division of Education, Box 4348, University of Illinois at Chicago Circle, Chicago 60680* (1971)

The American Association of Colleges for Teacher Education

Rev. R. A. Bernert, S.J., *Professor of Education, Marquette University, Milwaukee, Wisconsin 53233* (1971)

George E. Dickson, *Dean, College of Education, The University of Toledo, Toledo, Ohio 43606* (1970)

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Stanton Langworthy, *Dean of Instruction, Glassboro State College, Glassboro, New Jersey 08028* (1969)

G. D. McGrath, *Dean, College of Education, Arizona State University, Tempe 85821* (1970)

William H. Robinson, *Director, Division of Teacher Education, Hampton Institute, Hampton, Virginia 23368* (1970)

Emerson Shuck, *President, Eastern Washington State University, Cheney, Washington 99004* (1971)

Sam P. Wiggins, *Dean, College of Education, Cleveland State University, Cleveland, Ohio 44115* (1971)

Richard L. Willey, *Dean, College of Education, Idaho State University, Pocatello 83201* (1970)

John R. Emens, *Past-President, AACTE; President, Ball State University, Muncie, Indiana 43706*

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Montevallo, Alabama 35115
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Henry F. Turner, *Chairman, Department of Biology*

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Montgomery, Alabama 36101
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Athens, Alabama 35611
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Auburn, Alabama 36830
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Birmingham, Alabama 35204
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Paul T. Stone, *Dean of the College*
Rhoda Ellison, *Head, Department of English*

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Jacksonville, Alabama 36265
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Marion, Alabama 36756
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Livingston State College
Livingston, Alabama 35470
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Ralph M. Lyon, *Dean*

Samford University
Birmingham, Alabama 35209
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Troy, Alabama 36081
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Tuskegee Institute

Tuskegee Institute, Alabama 36088

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University of Alabama, The

University, Alabama 35486

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College, Alaska 99701

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College Heights, Arkansas 71655

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Arkansas College

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5500 State College Parkway
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Ladis Kovach, *Head, Department of Mathematics*
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San Diego, California 92115
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Northridge, California 91324
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Lone Mountain
San Francisco, California 94118
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Sister M. Glowienka, *Professor of Sociology*
Sister G. Patch, *President*

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San Francisco, California 94132
Dwight Newell, *Dean, School of Education*
Daniel D. Feder, *Dean of Academic Planning*
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San Jose, California 95114
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Turlock, California 95380
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Los Angeles, California 90024
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Franklin D. Murphy, *Chancellor*
Franklin P. Rolfe, *Dean, College of Letters and Science*

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San Diego, California 92110
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David Cherry, *Associate Professor of Education*
Mother S. Furay, *Academic Dean*

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Santa Clara, California 95053

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Greeley, Colorado 80631

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Fort Collins, Colorado 80521

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Denver, Colorado 80236

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Southern Colorado State College

Pueblo, Colorado 81005

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University of Colorado

Boulder, Colorado 80302

Stephen Romine, *Dean, School of Education*
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Gunnison, Colorado 81230
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West Hartford, Connecticut 06117
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University of Delaware
Newark, Delaware 19711
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Washington, D. C. 20009
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Washington, D. C. 20009
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NORTH CAROLINA (cont'd)

University of North Carolina at Chapel Hill, The
Chapel Hill, North Carolina 27514
Norton L. Beach, *Dean, School of Education*
William A. McKnight, *Professor of Spanish*
R. C. Phillips, *Associate Professor of Education*

University of North Carolina at Greensboro, The
Greensboro, North Carolina 27412
Miss Mereb E. Mossman, *Dean of the Faculty*
Robert M. O'Kane, *Dean, School of Education*

Western Carolina University
Cullowhee, North Carolina 28723
W. Newton Turner, *Vice President for Academic Affairs*
C. D. Killian, *Dean, School of Education and Psychology*
Jerry Rice, *Director of the Campus Laboratory School*

Winston-Salem State College
Winston-Salem, North Carolina 27102
Kenneth R. Williams, *President*
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NORTH DAKOTA

Dickinson State College
Dickinson, North Dakota 58601
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Mayville State College
Mayville, North Dakota 58257
T. S. Jenkins, *President*
Richard Forseth, *Associate Professor of Mathematics*
G. C. Leno, *Dean*

Minot State College
Minot, North Dakota 58701
Gordon B. Olson, *President*
Randolph Foster, *Dean of the College*
Emil F. Sather, *Registrar*

North Dakota State University
Fargo, North Dakota 58102
Oscar E. Thompson, *Director, Institute of Education*
Josephine Rudd, *Chairman, Home Economics Education*
Ernest DeAlton, *Chairman, Agriculture Education*

University of North Dakota
Grand Forks, North Dakota 58201
Martelle L. Cushman, *Dean, College of Education*
C. A. Wardner, *Director, Science Education*
William E. Koenker, *Vice President, Academic Affairs*

University of North Dakota—Ellendale Branch
Ellendale, North Dakota 58436
Eldon Gersh, *Instructor of Education and Psychology*
Merton W. Andresen, *Dean*
Margaret Kahrud, *Assistant Professor of Education and Psychology*

Valley City State College
Valley City, North Dakota 58072
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OHIO

Antioch College
Yellow Springs, Ohio 45387
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Ashland College
Ashland, Ohio 44805
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George D. Marble, *Associate Professor of Economics*

Baldwin-Wallace College
Berea, Ohio 44017
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Fred E. Harris, *Dean of the College*

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Bluffton College
Bluffton, Ohio 45817
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Mark H. Houshower, *Dean*
Robert W. Flinchbaugh, *Associate Director of Teacher Education*

Bowling Green State University
Bowling Green, Ohio 43402
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Capital University
Columbus, Ohio 43209
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Case Western Reserve University
Cleveland, Ohio 44106
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Herman Stein, *Provost for Social Sciences*

Central State University
Wilberforce, Ohio 45384
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E. O. Woolfolk, *Dean, College of Arts and Sciences*
Francis A. Thomas, *Director, Instructional Services*

Cleveland State University, The
Cleveland, Ohio 44115
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Major B. Jenks, *Dean, Arts and Sciences*
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College of Mount St. Joseph on the Ohio
Mount St. Joseph, Ohio 45051
Sister Barbara, *Professor of Secondary Education*
Sister Bernadette, *Supervisor of Elementary Education*
William Daily, *Supervisor of Secondary Education*

College of Steubenville, The
Steubenville, Ohio 43952
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Theophane Scanlan, *Dean of the College*
John Korti, *Head, Department of Psychology*

Denison University
Granville, Ohio 43023
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R. Tyler Smith, *Director of Student Teaching*
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Findlay College
Findlay, Ohio 45840
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Emily L. Geer, *Chairman, Division of Social Sciences*

Heidelberg College
Tiffin, Ohio 44883
Roy M. Bacon, *Head, Department of Education*
Carl G. Klopfenstein, *Head, Department of History*
Terry Wickham, *President*

Hiram College
Hiram, Ohio 44234
G. Robert Fox, *Professor of Education*
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John Carroll University
Cleveland, Ohio 44118
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John A. Mufford, *Chairman, Department of Education*
Rev. Thomas P. Conry, S.J., *Academic Vice President*

Kent State University
Kent, Ohio 44240
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Matthew Resick, *Professor, Health and Physical Education*
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Lake Erie College
Painesville, Ohio 44077
Paul R. Bowers, Chairman, *Department of Education*
Lynde Steckle, *Area Head, Human Development*
Burton Bean, *Area Head, Social Studies*

Malone College
Canton, Ohio 44709
Roger L. Wood, *Director of Teacher Education*
Charles E. Garrett, *Assistant Professor of Elementary Education*
John F. Bricker, *Assistant Professor of Secondary Education*

Miami University
Oxford, Ohio 45056
C. Neale Bogner, Dean, *School of Education*
Phillip R. Shriver, *President*
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Mount Union College
Alliance, Ohio 44601
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William M. Morgan, *Acting Dean of the College*
Paul Chapman, *Professor of English*

Muskingum College
New Concord, Ohio 43762
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William P. Miller, *Head, Department of Education*
Coleman Knight, *Professor of Mathematics and Chairman, Teacher Education*

Notre Dame College
Cleveland, Ohio 44121
Sister Mary Priscilla, S.N.D., *Chairman, Department of Education*
Sister Mary Luke Arntz, S.N.D., *President*

Oberlin College
Oberlin, Ohio 44074
John W. Kneller, *Provost*
Frank Laycock, *Chairman, Department of Education*

Ohio Dominican College
Columbus, Ohio 43219
Sister Margaret Ann, O.P., *Academic Dean*
Sister Mary Michael, *Chairman, Department of Education*
James Kennedy, *Assistant Professor, Department of Biology*

Ohio Northern University
Ada, Ohio 45810
Harold P. Voshinger, *Chairman, Department of Teacher Education*
Eugene K. Eakin, *Vice President for Academic Affairs*
Robert H. Hilliard, *Chairman, Department of History and Political Science*

Ohio State University, The
Columbus, Ohio 43210
Luvern L. Cunningham, *Dean, College of Education*
Arlin L. Roudes, *Professor of Education*
Harold C. Trimble, *Professor of Education*

Ohio University
Athens, Ohio 45701
Gilford W. Crowell, *Dean, College of Education*
George Klare, *Dean, College of Arts and Sciences*
Thomas Smith, *Vice President for Academic Affairs*

Ohio Wesleyan University
Delaware, Ohio 43015
Francis Allen, *Chairman, Department of Education*
Robert P. Lisensky, *Vice President for Academic Affairs*
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Otterbein College
Westerville, Ohio 43081
Chester L. Addington, *Chairman, Department of Education*
Curt Tong, *Acting Chairman, Physical Education Department, Men's Division*
Lynn W. Turner, *President*

Our Lady of Cincinnati College
Cincinnati, Ohio 45206
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Sister Mary Dolors, R.S.M., *Academic Dean*
Sister Mary Casimir, R.S.M., *Associate Professor of Education*

Saint John College of Cleveland
Cleveland, Ohio 44114
Sister M. Josetta, C.S.J., *Dean, Division of Education*
Rt. Rev. Msgr. Lawrence P. Cahill, *President*
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University of Akron, The
Akron, Ohio 44304
H. Kenneth Barker, *Dean, College of Education*
John S. Watt, *Head, Department of Secondary Education*
Ray H. Sandefur, *Professor of Speech*

University of Cincinnati
Cincinnati, Ohio 45221
William L. Carter, *Dean, College of Education and Home Economics*
Thomas N. Bonner, *Provost, Academic Affairs*
Robert D. Price, *Professor of Education*

University of Dayton
Dayton, Ohio 45409
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Bernard J. Bedard, *Chairman, Department of English*
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University of Toledo, The
Toledo, Ohio 43606
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William S. Carlson, *President*
Ernst Giesecke, *Provost*

Wilmington College
Wilmington, Ohio 45177
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James M. Read, *President*

Wittenberg University
Springfield, Ohio 45501
Ronald Eick, *Chairman, Department of Education*
Everett Bush, *Associate Professor of Geography*
Allan O. Pfnister, *Provost*

Xavier University
Cincinnati, Ohio 45207
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Richard T. O'Neill, *Assistant Professor of Chemistry*
Clarence A. Sommer, *Professor of Education*

Youngstown University, The
Youngstown, Ohio 44503
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William H. Coffield, *Dean of the University*
Marvin Chrisp, *Chairman, Elementary Education*

OKLAHOMA

Bethany Nazarene College
Bethany, Oklahoma 73008
Elbert Overholt, *Director, Teacher Education*
Robert Lawrence, *Chairman, Division of Natural Science*
C. Harold Ripper, *Dean of the College*

Central State College
Edmond, Oklahoma 73034
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E. C. Hall, *Dean of the Graduate Program*
Joe C. Jackson, *Dean of the College*

East Central State College
Ada, Oklahoma 74820
Charles F. Spencer, *President*
Edward W. James, *Dean of Instruction*
Wendell Altmiller, *Chairman, Department of Education*

Langston University
Langston, Oklahoma 73050
Louise C. Stephens, *Director, Division of Education*
William H. Hale, *President*
William E. Sims, *Dean of Instruction*

Northeastern State College
Tahlequah, Oklahoma 74464
Harrell E. Garrison, *President*
Elwin Fite, *Dean of the College*
John Lowe, *Chairman, Social Science Division*

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Northwestern State College
Alva, Oklahoma 73717
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Andy E. Clark, *Dean of Instruction*
Fred Lawson, *Chairman, Education Department*

Oklahoma Baptist University
Shawnee, Oklahoma 74801
M. Roland Wilson, *Chairman, Department of Teacher Education*
Grady Cothen, *President*
Jack O. Purdue, *Chairman, Teacher Education Planning*

Oklahoma Christian College
Oklahoma City, Oklahoma 73111
Stafford North, *Dean of Instruction*
O. B. Stamper, *Chairman, Division of Education, and Associate Dean of Instruction*
Leonard Hall, *Assistant Professor of Education*

Oklahoma College of Liberal Arts
Chickasha, Oklahoma 73018
H. B. Smith, Jr., *Chairman, Department of Education*
Sam Evans, *Chairman, Department of History*

Oklahoma Panhandle State College
Goodwell, Oklahoma 73939
Norland W. Strawn, *Dean of Education*
Royal H. Bowers, *Dean of Instruction*
Freeman McKee, *Vice President*

Oklahoma State University
Stillwater, Oklahoma 74074
H. E. Sorenson, *Dean, College of Education*
W. Ware Marsden, *Director of Teacher Education*
J. H. Boggs, *Vice President for Academic Affairs*

Phillips University
Enid, Oklahoma 73701
Larry Burdick, *Director of Teacher Education*
B. Kenneth Lewis, *Dean, College of Arts and Sciences*
Bill Snodgrass, *Associate Professor of History*

Southeastern State College
Durant, Oklahoma 74701
Leon Hibbs, *President*
James D. Morrison, *Dean of Instruction*
Roy Troutt, *Director of Teacher Education*

Southwestern State College
Weatherford, Oklahoma 73096
Al Harris, *President*
Louis Morris, *Dean of Instruction*
G. H. Ryden, *Chairman, Division of Teacher Education*

University of Oklahoma
Norman, Oklahoma 73069
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Herbert R. Hengst, *Assistant Dean, College of Education*
L. M. Rohrbaugh, *Professor of Botany*

University of Tulsa, The
Tulsa, Oklahoma 74104
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Robert L. Briggs, *Dean, College of Fine Arts and Professional Studies*
Warren L. Hipsher, *Assistant to the President*

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Cascade College
Portland, Oregon 97217
Leslie F. Smith, *Director of Teacher Education*
John M. Ellis, *Associate Professor of Science*
Melvin N. Olson, *President*

Eastern Oregon College
La Grande, Oregon 97850
Averno M. Rempel, *President*
Carlos E. Easley, *Dean of Instruction*
James E. Kearns, *Director of Education*

Lewis and Clark College
Portland, Oregon 97219
C. Douglas Babcock, *Chairman, Department of Education*
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William Shearer, *Chairman, Department of Chemistry*

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Marylhurst College
Marylhurst, Oregon 97036
Sister Mary Fidelma, *Chairman, Department of Teacher Education*
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Oregon College of Education
Monmouth, Oregon 97361
Leonard W. Rice, *President*
Anton Postl, *Chairman, Department of Science and Mathematics*
Bert Y. Kersh, *Dean of Faculty*

Oregon State University
Corvallis, Oregon 97331
Keith Goldhammer, *Dean, School of Education*
Milosh Popovich, *Dean of Administration*
Pat Atteberry, *Head, Industrial Education Department*

Pacific University
Forest Grove, Oregon 97116
Meredith J. McVicker, *Dean of the Graduate School*
Louis Flannery, *Librarian*
M. A. F. Ritchie, *President*

Portland State College
Portland, Oregon 97207
David E. Willis, *Dean, School of Education*
Erwin Lange, *Professor of General Science*
Branford P. Millar, *President*

Southern Oregon College
Ashland, Oregon 97520
Elmo N. Stevenson, *President*
Esby McGill, *Dean of Faculty*
Bill Sampson, *Director of Teacher Education*

University of Oregon
Eugene, Oregon 97403
Paul B. Jacobson, *Dean, School of Education*
Roland Bartel, *Professor of English*
Paul E. Kambly, *Director of Teacher Education*

PENNSYLVANIA

Beaver College
Glenside, Pennsylvania 19038
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Edward D. Gates, *President*

Bloomsburg State College
Bloomsburg, Pennsylvania 17815
John A. Hoch, *Dean of Instruction*
Charles H. Carlson, *Acting Director of Graduate Studies*
Louis Thompson, *Chairman, Department of English*

California State College
California, Pennsylvania 15419
George H. Roadman, *Dean of Academic Affairs*
Michael Duda, *President*
Philip J. Proud, *Head, Education Department*

Cheyney State College
Cheyney, Pennsylvania 19319
R. C. Henderson, *Dean of Academic Affairs*
Leroy B. Allen, *President*
T. T. F. Fletcher, *Director, Liberal Arts Program*

Clarion State College
Clarion, Pennsylvania 16214
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Paul L. Shank, *Professor of Physical Science*
Harold E. Simmons, *Dean of Professional Studies*

College Misericordia
Dallas, Pennsylvania 18612
Sister Miriam Teresa O'Donnell, R.S.M., *President*
Sister Maria del Rey, R.S.M., *Academic Dean*
Betty Davis, *Acting Chairman, Education Department*

Duquesne University
Pittsburgh, Pennsylvania 15219
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James L. Hayes, *Dean, School of Business Administration*
Rev. Henry J. McAnulty, C.S.Sp., *President*

PENNSYLVANIA (cont'd)

East Stroudsburg State College
East Stroudsburg, Pennsylvania 18301
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John C. Appel, *Director of Liberal Arts*
Francis B. McGarry, *Dean of Instruction*

Edinboro State College
Edinboro, Pennsylvania 16412
C. T. McNerney, *President*
James E. McKinley, *Dean of Academic Affairs*
Jack B. Hetrick, *Dean of Teacher Education*

Gannon College
Erie, Pennsylvania 16501
Very Rev. Msgr. Louis H. Lorei, *Dean, Division of Humanities*
Richard L. Herbstritt, *Director, Department of Education*
John S. Rouch, *Director, Department of English*

Grove City College
Grove City, Pennsylvania 16127
Joseph A. Hartman, *Director of Teacher Training*
J. Stanley Harker, *President*
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Immaculata College
Immaculata, Pennsylvania 19345
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Sister Marian David, I.H.M., *Instructor in Psychology*
Sister Mary of Lourdes, I.H.M., *President*

Indiana University of Pennsylvania
Indiana, Pennsylvania 15701
S. Trevor Hadley, *Dean of Students*
Willis E. Pratt, *President*
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King's College
Wilkes-Barre, Pennsylvania 18702
Adam M. Drayer, *Chairman, Education Department*
Richard Loomis, *Academic Dean*

Kutztown State College
Kutztown, Pennsylvania 19530
Cyrus E. Beekey, *President*
Dodson E. Dreisbach, *Director of Graduate Studies*
Josef Gutekunst, *Dean of Academic Affairs*

Lafayette College
Easton, Pennsylvania 18042
Charles C. Cole, Jr., *Provost and Dean of the College*
Clay A. Ketcham, *Assistant Professor of Latin and Education*
David S. Crocket, *Associate Dean of the College*

Lebanon Valley College
Annville, Pennsylvania 17003
Carl Y. Ehrhart, *Vice President and Dean of the College*
Cloyd H. Ebersole, *Chairman, Department of Education*

Lehigh University
Bethlehem, Pennsylvania 18015
John A. Stoops, *Dean, School of Education*
Natt B. Burbank, *Director, Division of Secondary Education*
Glenn J. Christensen, *Vice President and Provost*

Lock Haven State College
Lock Haven, Pennsylvania 17745
Richard T. Parsons, *President*
Lydia E. Gross, *Director for Elementary Education*
Paul F. Klens, *Professor of Biology*

Mansfield State College
Mansfield, Pennsylvania 16933
S. M. Schmitz, *Dean of Academic Affairs*
John Saveson, *Chairman, Department of English*
Richard M. Wilson, *Director of Student Teaching*

Marywood College
Scranton, Pennsylvania 18509
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Sister M. Carina, I.H.M., *Chairman, Department of Education*
Sister M. St. Mary, I.H.M., *President*

Mercyhurst College
Erie, Pennsylvania 16501
William E. Bryan, *Chairman, Department of Education*
Sister M. Carolyn, *President*
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PENNSYLVANIA (cont'd)

Millersville State College
Millersville, Pennsylvania 17551
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Eugene K. Robb, *Dean of Graduate Studies*

Mount Mercy College
Pittsburgh, Pennsylvania 15213
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Sister Mary Patrick, R.S.M., *Vice President and Academic Dean*
William Uricchio, *Chairman, Biology Department*

Muhlenberg College
Allentown, Pennsylvania 18104
William M. French, *Head, Education Department*
Philip B. Secor, *Dean of the College*
Adeline Kreinheder, *Professor of Education*

PMC Colleges
Chester, Pennsylvania 19013
Mathews Martin Johnson, *Dean*
Theodore Lynn Purnell, *Director of Teacher Education*

Pennsylvania State University, The
University Park, Pennsylvania 16802
A. W. VanderMeer, *Dean, College of Education*
Paul M. Althouse, *Vice President for Resident Instruction*
Nelson McGeary, *Dean, Graduate School*

Philadelphia College of Art
Philadelphia, Pennsylvania 19102
John Cataldo, *Director of Art Education*
George R. Bunker, *Dean of Faculty*

Saint Francis College
Loretto, Pennsylvania 15940
John W. Powers, *Chairman, Department of Education*
E. J. Gergely, *Dean of the College*
Arthur Julian, *Assistant Professor of Education*

Saint Joseph's College
Philadelphia, Pennsylvania 19131
Hilda W. Fell, *Acting Chairman, Department of Education*
Michael J. Toconita, *Professor of Modern Languages*
Rev. Terrence J. Toland, S.J., *Executive Vice President*

Shippensburg State College
Shippensburg, Pennsylvania 17257
Ralph E. Heiges, *President*
D. Paul Smay, *Dean of Academic Affairs*
Willard Kerr, *Dean of Graduate Studies*

Slippery Rock State College
Slippery Rock, Pennsylvania 16057
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James N. Roberts, *Dean of Academic Affairs*
Reed H. Hagen, *Dean of Education*

Susquehanna University
Selinsgrove, Pennsylvania 17870
Robert M. Bastress, *Associate Professor of Education*
Wilhelm Reuning, *Dean*
Elizabeth Wiley, *Associate Professor of English*

Temple University
Philadelphia, Pennsylvania 19122
Paul W. Eberman, *Dean, College of Education*
William M. Polishook, *Associate Dean, Graduate School*
Edwin P. Adkins, *Associate Vice President*

University of Pennsylvania
Philadelphia, Pennsylvania 19104
William B. Castetter, *Acting Dean, Graduate School of Education*
Mary Elisabeth Coleman, *Vice-Dean, Graduate School of Education*
Perry Viles, *Assistant Professor of History*

University of Pittsburgh
Pittsburgh, Pennsylvania 15213
Paul H. Masoner, *Dean, School of Education*
James Kehl, *Dean, School of Liberal Arts*
Charles H. Peake, *Acting Provost*

University of Scranton, The
Scranton, Pennsylvania 18510
Rev. Joseph A. Rock, *Academic Vice President*
Edward Bartley, *Chairman, Department of Mathematics*
Lawrence J. Lennon, *Chairman, Department of Education*

PENNSYLVANIA (cont'd)

Villa Maria College
Erie, Pennsylvania 16505
- Sister Gertrude Marie Peterson, S.S.J., *Academic Dean*
- Sister M. Lucy Woods, S.S.J., *Chairman, Elementary Education*
- John Murphy, *Chairman, Division of Education*

West Chester State College
West Chester, Pennsylvania 19380
- Arnold Fletcher, *Dean of Faculty and Academic Affairs*
- Harold W. Benda, *Dean, School of Education*
- Earl F. Sykes, *President*

Wilkes College
Wilkes-Barre, Pennsylvania 18703
- Francis J. Michelini, *Dean of Academic Affairs*
- Eugene L. Hammer, *Professor of Education*

PUERTO RICO

Catholic University of Puerto Rico, The
Ponce, Puerto Rico 00731
- Sister Miriam Imelda, *Dean, College of Education*
- Sister Clare Ellen, *Assistant Dean, College of Education*
- Rev. Tomas de la Puebla, C.M., *Executive Vice President*

Inter American University of Puerto Rico
San Germán, Puerto Rico 00753
- Douglas J. Duffy, *Chancellor, San Juan Area*
- Jean Littlefield, *Director, Ramey Air Base Extension*
- Europa Piñero, *Chairman, Education Department*

University of Puerto Rico, Río Piedras Campus
Río Piedras, Puerto Rico 00931
- Augusto Bobonis, *Dean, School of Education*
- Juan D. Curet, *Professor of Chemistry, School of Natural Science*
- Jaime Benítez, *President*

RHODE ISLAND

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Barrington, Rhode Island 02806
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- Terrelle B. Crum, *Academic Vice President*
- William Young, *Assistant Professor of Education*

Brown University
Providence, Rhode Island 02912
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- Leallyn B. Clapp, *Professor of Chemistry*
- Merton P. Stoltz, *Dean of the University*

Bryant College
Providence, Rhode Island 02906
- Lionel H. Mercier, *Dean, Schools of Business, Teacher Education and Secretarial Studies*
- Priscilla Phillips, *Assistant Dean, Schools of Business, Teacher Education and Secretarial Studies*
- Charles H. Russell, *Vice President for Academic Affairs*

Providence College
Providence, Rhode Island 02918
- Rev. Robert G. Quinn, O.P., *Chairman, Department of Education*
- Rev. Cornelius P. Forster, O.P., *Chairman, Department of History*
- Very Rev. William P. Haas, O.P., *President*

Rhode Island College
Providence, Rhode Island 02908
- Charles B. Willard, *Acting President*
- Virginio L. Piucci, *Dean, Professional Studies*
- Sidney P. Rollins, *Dean of Graduate Studies*

Salve Regina College
Newport, Rhode Island 02840
- Sister Mary Alban, R.S.M., *Academic Dean*
- E. William Burrell, *Director of Secondary Education*

University of Rhode Island
Kingston, Rhode Island 02881
- Thomas E. Moriarty, *Chairman, Department of Education*
- F. Don James, *Acting President*
- William D. Metz, *Chairman, Department of History*

SOUTH CAROLINA

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George Traylor, *Acting Dean*

Erskine College
Due West, South Carolina 29639
J. Calvin Koonts, *Head, Department of Education*
Joseph Wightman, *President*

Newberry College
Newberry, South Carolina 29108
James F. Cummings, *Head, Department of Education*
C. B. Park, *Academic Dean*
A. G. D. Wiles, *President*

South Carolina State College
Orangeburg, South Carolina 29115
Ashriel I. Mose, *Dean, School of Education*
Algernon S. Belcher, *Dean of the Faculty*
Marguerite R. Howie, *Associate Professor of Sociology*

University of South Carolina
Columbia, South Carolina 29208
John Otts, *Dean, School of Education*
William H. Patterson, *Senior Vice President*
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Winthrop College
Rock Hill, South Carolina 29730
Walter D. Smith, *Dean of the Faculty*
Jack H. Boger, *Dean, School of Education*
Charles S. Davis, *President*

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